

Out of The Box

Inclusive/Stable Talent Management

Stimulating Well-being and Performance by using the Strength-Based approach:
the Mediating role of Person-job fit

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Author:

Name: L.M. (Liz Maureen) Roetert Steenbruggen

Supervisors:

First supervisor: Dr. J.G. (Jeroen) Meijerink

Second supervisor: Dr. A.C. (Anna Christina) Bos-Nehles

In cooperation with:

Company: Royal Dutch Brewery

Supervisor: Mrs. J. (Jacobijn) Boerrigter

Function: HR Business Partner Staff

University of Twente

Faculty of Behavioral Management and Social Sciences.

Master Business Administration (master track: Entrepreneurship, Innovation & Strategy)

Enschede (the Netherlands), July 6th, 2017

UNIVERSITY OF TWENTE.

Acknowledgements

This thesis was written for my master's degree Business Administration at the University of Twente. I am looking back at my years as a student at the University of Twente with lots of enthusiasm. Now my masterpiece (read 'my thesis') is finalized, I will apply for a job where I will be really engaged in tasks that capitalize my strengths. I am looking forward to turn my talents and passion into real performance but without losing my well-being.

I could not have finalized my master's thesis without the support and feedback from others within my environment. Therefore, I would like say thank you to some people in particular who supported me during the process. First, a special thanks goes to my first supervisor, Dr. J.G. Meijerink. After participating in the master course Global Talent Management, which inspired me about the topic talent management, we started to collaborate. Thank you for your guidance, for your creative (theoretical) ideas and for keeping a clear focus. Your critical attitude and personal way of giving advice was really helpful. Secondly, I would like to give a special thank you to my second supervisor, Dr. A.C. Bos-Nehles. Anna provided me with helpful suggestions and feedback to improve the quality of my thesis. Thank you for your interest in my work and being part of the exam committee.

Previously, as a Tour Guide I guided visitors and important relations through the Brewery. The last months, I have got the opportunity to see another point of view, namely the human being behind the organization. This is what intrigues me; how to nurture the best aspirations of a human being. I am more than grateful for having been able to do research on talent management and its further professionalization. Therefore, I would like to thank my supervisors from the participating organization, Joyce Welles, and later Jacobijn Boerrigter. They provided me with lots of ideas, gave me the opportunities to experience the real global business environment and the possibility to meet experts on talent management.

Finally, I will give all my gratitude, respect and love to my family, boyfriend, friends and peers. Thank you all for your supporting talks and trust. Enjoy reading.

Liz Roetert Steenbruggen

Enschede, July 6th, 2017

Abstract

Background – Notwithstanding the fact that scholars have argued that the strength-based approach is worthwhile for further investigation, it is an under-addressed topic among both scholars as well as practitioners. More specifically, the positive psychology literature suggested that employees who perceive that they have the chance to do what they best, tend to experience a wide range of positive outcomes. Possibly, because the surpassing a focus on employee's individual strengths that might aim at enhancing employee well-being and employee performance. Nonetheless, there is a lack of research on *how* the strength-based approach is related to these outcomes and through which mechanism the approach operates. This study, therefore, investigates the relationship between the strength-based approach and employee well-being and employee performance via the mediating variable person-job fit.

Purpose – This study has mainly applied the Job Demands-Resources (JD-R) theory in order to hypothesize why the key variables are related. The main research question is: *“To what extent does the strength-based approach positively influence employee well-being and employee performance, and is this relationship mediated by person-job fit?”*

Methodology – The data is obtained from cross-sectional sampling amongst Commercial and Staff employees working a Royal Dutch Brewery ($N = 141$). The proposed hypotheses are tested by the use of digital surveys. The participants rated the strength-based approach and gave their perceptions about their own well-being, performance and person-job fit.

Conclusion – The results supported a mediation model: person-job fit has a significant and partially mediating effect on the relationships between the strength-based approach and employee well-being, whereas the relationships between the strength-based approach and employee performance was fully mediated by person-job fit. Furthermore, theoretical and practical implications, along with limitations and recommendations for future research, are discussed.

Keywords: Strength-based approach; Inclusive/stable Talent Management; Employee well-being; Employee performance; Person-job fit; Job Demands-Resources (JD-R) model

“One cannot build on weaknesses. To achieve results, one has to use all the available strengths. These are the true opportunities” (Drucker, 1967, p.60)

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1.

Introduction

The one topic that frequently emerges when talking to human resource (HR) managers is talent management (Meyers, 2015). The focus on talent management is important for an organization's viability and competitive advantage (Gallardo-Gallardo, Dries, & González-Cruz, 2013). For the majority of organizations, talent management aims at investing in an elitist percentage of outperforming employees (e.g. exclusive talent philosophy) (Meyers, 2016). This exclusive focus narrows its view to those few people who have the capability to generate the highest return on investment (Boudreau & Ramstad, 2005). These few people are then referred to as A-players, high performers, high flyers or high potentials (Michaels, Handfield-Jones, & Axelrod, 2001). More recently, there have been calls to focus more on inclusive talent philosophy in where organizations allocate their resources equally among the entire *talented* workforce (Meyers & van Woerkom, 2014). This inclusive perspective draws on the "strength-based approach" described as the identification of all employees' individual strengths and placing them in positions where they can use these strengths in an optimal way (Swales, Downs, & Orr, 2014). However, the focus on talent management to date has been limited to empirical studies that encompass the actual application of the strength-based approach (Gallardo-Gallardo, Nijs, Dries, & Gallo, 2015). As a result, HR managers and other practitioners seem to be more inclined to promote more traditional (mainly exclusive) organizational activities (CIPD, 2012; Meyers, 2015), as long as there is no hard empirical evidence that an inclusive talent philosophy is beneficial above and beyond the exclusive variant (Gallardo-Gallardo *et al.*, 2013). This study will respond to this call to widen the talent management playing field by contributing to a better theoretical and empirical understanding of the positive effects of the strength-based approach.

While organizations constantly strive for increased performance outcomes, they might undermine the health and well-being of their employees (van de Voorde, Paauwe, & van Veldhoven, 2012). Interestingly, positive psychological studies suggested that strength interventions are more promising towards positive employee work outcomes (Murphy, 2014).

For instance, the focus on employee's strengths energizes employees and makes them feel good about themselves (Quinlan, Swain, & Vella-Brodrick, 2012), fosters them to express their authentic self, and induces them to use their abilities, thereby increasing the chance that they are happier and more excited (Meyers & van Woerkom, 2014). At the same time, doing what one does best leads to increased productivity (van Woerkom & Meyers, 2015), and ultimately, organizational performance (Nijs, Gallardo-Gallardo, Dries, & Sels, 2014). As the examples demonstrate, focusing on strengths might help to achieve these dual goals of high performance in combination with well-being. Based on the Job Demands-Resources (JD-R) theory, this study intends to explain why the strength-based approach can predict employee well-being and employee performance (Bakker & Demerouti, 2014).

Despite the fact that a relative small number of studies have investigated the pathways through which such strengths or strength-based approaches operate (van Woerkom & Meyers, 2015), further questions are raised about *how* using strengths influences positive work outcomes. One reason could be that scholars missed important mediators. More attention should be paid to possible mediating variables that transmit the effect of the strength-based approach to employee work outcomes. In searching for explanations, it has been argued that the strength-based approach will help employees to better fit with the job (Meyers & van Woerkom, 2014), which in turn contributes to increased employee well-being (Choi, Tran, & Kang, 2016) and performance (Cable & DeRue, 2002). This raises further questions how in particular the strength-based approach leads to these positive work outcomes. However, there is still a conspicuous absence of existing research that examines the potential mediating role of person-job fit in this regard. To fill this void, the purpose of this present study is to examine the extent to which the strength-based approach positively relates to employee well-being and employee performance. Additionally, the secondary objective is to examine how the strength-based approach and work outcomes are related that could be explained by the person-job fit. As a result, the central research question of this study is proposed as follows:

To what extent does the strength-based approach positively influence employee well-being and employee performance and is this relationship mediated by person-job fit?

By answering the central research question, this study adds to existing talent management studies by further contributing to an alternative side of talent management, in particular that of the strength-based approach. More specifically, the study will allow future researchers to further examine the positive effects of the strength-based approach on employee well-being and employee performance. In addition, this study contributes to explain the link between the

strength-based approach and employee work outcomes, by the transmitting effects of person-job fit that help better explain through which the approach operates. Based on the empirical work, HR managers and other practitioners will then be more convinced to support a strength-based approach above the exclusive variant. The current lack empirical evidence prevents organizations from implementing policies that can contribute to both employees' flourishing as well as organizational flourishing.

The remainder of this study is structured as follows. First, the theory section (Chapter 2) intends to conceptualize and elaborate on the strength-based approach, employee well-being, employee performance and person-job fit. This section draws heavily on theoretical insights from the JD-R theory for hypothesizing the relationships between the key variables. The proposed hypotheses are tested by the use of digital surveys (Chapter 3) on data obtained from a sample of 141 employees working at a Royal Dutch Brewery. The survey results are analyzed in the methods and results sections (Chapter 4). Based on the results, the conclusion and discussion are formulated, along with theoretical and practical implications. This thesis ends with an elaboration on its limitations after which areas for future research are given (Chapter 5).

2.

Theoretical Framework

2.1. Strength-based approach

The strength-based approach is rooted in an inclusive/stable talent philosophy, which is characterized by the belief that each and every individual employee possesses stable, positive traits, referred to as “strengths”. The approach suggests that *talent* is seen as an inclusive and stable entity that all employees are born with (Meyers & van Woerkom, 2014, Fig.1). First of all, the inclusive understanding of talent means that everyone has particular talents. In many other studies in the field of talent management, the concept of talent is seen as exclusive (see Fig.1). This approach was used as a justification for only approaching a few high performers (Collings & Mellahi, 2009). Instead, the inclusive focus sees the entire workforce as talented, in a way that every individual possesses certain positive qualities (Buckingham & Vosburgh, 2001). Secondly, talent as stable entity can be conceptualized as trait-like constructs (i.e., individual attitudes and/or behavior) that are stable across situation and time (Peterson & Seligman, 2004). They belong to a person, like a blood type does (Meyers & van Woerkom, 2014). As such, the strength-based approach incorporates an implicit person theory that talent sees as the entire workforce and which is supposed to be stable over time.

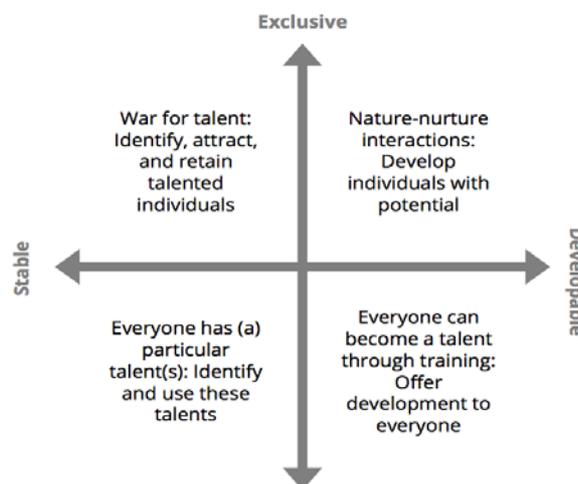


Figure 1. Talent management philosophies
(Meyers & van Woerkom, 2014)

The literature on strengths is subsequently located in the “science of positive psychology” (Meyers & van Woerkom, 2014). More specifically, it incorporates an on-going understanding of how to nurture the best aspirations of human being, as in everybody (Mutrie & Faulkner, 2004). Strengths are defined here as “*potentials of excellence*” (Biswas-Diener, Kashdan, & Minhas, 2011, p.106) and as “*a natural capability for behaving, thinking, or feeling in a way that allows optimal function and performance in the pursuit of valued outcomes*” (Linley & Harrington, 2006a, p.88). Examples of strengths are creativity, kindness, prudence, gratitude and justice (Peterson & Seligman, 2004). These strengths energize people (rather than exhausting them) and the use therefore contributes to individual’s maximal flourishing (Meyers, 2016). As Drucker (1967) mentioned earlier: “*The unique purpose of organizations is to make strengths productive... one cannot build on weaknesses. To achieve results, one has to use all the available strengths... These strengths are the true opportunities*” (Drucker, 1967, p.60). In fact, it has been said that strengths come so natural to employees that they are neither aware nor able to describe their strengths or to describe them of their close colleagues (Rath, 2007). Due to this fact, organizations should give assistance to employees to find, and consequently to employ their strengths in positions that provide the best fit and opportunity for employees to use and refine their talents (Swales *et al.*, 2014). Based on the work of Meyers and van Woerkom (2014), this study highlights the importance of a deliberately design of talent management system that aims at helping employees to capitalize their strengths at work. In this regard, the three practices of the strength-based approach to talent management consist of (1) strength identification, (2) strength deployment and (3) managing around weaknesses.

The first practice is *strength identification*, which concerns organizational activities aimed at detecting and identifying employee’s individual strengths (Meyers & van Woerkom, 2014). As mentioned before, it has been said that many people are not aware of their strengths (Rath, 2007). Based on the positive psychology, it has been argued that using strengths drive, motivate and energize employees that consequently make them feel authentic and happy (Linley & Harrington, 2006a; Peterson & Seligman, 2004). Therefore, employees need to discover and learn what their own special strengths are and also those of the people around them (Meyers, 2016). Most commonly, strengths are identified through so-called strength assessment questionnaires. Examples are questionnaires such as the Clifton Strengthsfinder (Rath, 2007), StandOut (Buckingham, 2011), Myers-Briggs Type Indicator (MBTI) personality test, or Values-in-Action (VIA-IS) (Peterson & Seligman, 2004). For instance, the Clifton Strengthsfinder is a questionnaire that identifies what individuals do naturally best. These tests provides customized results about employees’ best unique individual talents, and thereby advices them how to turn these specific talents into strengths (Rath, 2007). As an alternative, reflected best self-exercises might help

employees to create a mental representation about unconscious patterns (Roberts, Spreitzer, Dutton, Quin, Heaphy, & Brianna, 2015). For example, by asking the direct working environment for feedback about positive qualities and strengths can help employees to become aware of their particular strengths (van Woerkom & de Bruijn, 2016). As such, strength identification concerns organizational activities (i.e., questionnaires or exercises) that help employees to identify individual strengths (Meyers & van Woerkom, 2014).

The second practice of the strength-based approach is *strength deployment*. This involves organizational activities aimed at stimulating individual employees to actually “use their strengths more and refine them” (Meyers & van Woerkom, 2014, p.197). Under the strength-based approach, strength deployment has fewer distinct forms than the inclusive/developable talent philosophy (i.e., training, development opportunities), since it is assumed that strengths are enduring and not developable. However, in this approach, strength deployment practices are based on increasing the fit between the natural talents of employees and the specific job (Buckingham & Vosburg, 2011). For instance, organizations could give assistance to employees in designing their job or career in such way that they are positioned in the place that allows them to cultivate their strengths. In this way, the fraction of time that employees can be spent on applying their strengths is maximized. Once an individual is placed in the right position, HR or talent managers can stimulate employees by coaching activities to raise their strengths with their consciousness, celebrate and refine it (Linley & Harrington, 2006b). As a consequence, employees will be more willing to fully embrace and expand on their strengths even further (van Woerkom *et al.* 2016a). In turn, this increases their motivation and makes them less prone to exhaustion and, eventually, to burn-outs (Meyers & van Woerkom, 2014). So, all in all, strength deployment practices help employees to literally deploy strengths, and thereby it aims to find positions that give the best fit and the most opportunities for employees to refine their talents.

The final practice of the strength-based approach is *managing around weaknesses*, which refers to organizational activities aimed at making employees’ weaknesses less relevant (Meyers & van Woerkom, 2014). This does not automatically mean that employees’ deficits or weaknesses need to be ignored. Instead, it means that employees have to accept that they cannot be excellent in some specific domains (van Woerkom & De Bruijn, 2016). For instance, managing “around” weaknesses includes giving employees some space (or autonomy) to slightly adjust the tasks of their job. In other cases, letting colleagues with complementary strength-profiles join forces such that they can complement each other’s unique strengths could help to make weaknesses less relevant. Moreover, this makes employees also possible to take over demanding tasks that belong to their weaknesses of colleague partner. For example, Richard Branson, Businessman and

Founder of Virgin Group wrote in his autobiography “Losing my Virginity” about the idea of working around weaknesses: “Throughout my life, I have always needed somebody as a counterbalance, to compensate for my weaknesses, and work of my strengths. Jonny and I were a good team. He knew who we should interview and why. I had the ability to persuade them to say yes, and the obstinacy never to accept no for an answer” (Branson, 2011, p.38). The main idea is to manage around weaknesses to make employees deficits less relevant, which enables employees to build more intensively on their positive strengths.

These three mentioned practices of the strength-based approach to talent management are deliberately designed in such way that they jointly represent the strength-based approach (Meyers & van Woerkom, 2014). They represent a coherent talent management system (or bundle) that is interrelated and intended to achieve organizational goals (Jiang *et al.*, 2012). For instance, the combination of these strength-based practices to talent management jointly enable organizations to achieve underlying goals, which is in this case helping employees to capitalize their strengths at work. The practices are so combined that they have a jointly and bigger effect on capitalizing strengths, than the sum of each individual practice alone (Delery, 1998; Jiang *et al.*, 2012). This means that the above three practices are deemed more effective and synergistic once combined in a coherent and integrated system.

The positive psychology literature suggest, with regard to the dual goal of striving for increased performance without losing sight of well-being, that strength interventions such as the strength-based approach are likely to influence employee work outcomes (Murphy, 2014). Until now, this study has addressed three practices to talent management that are relevant to make up the strength-based approach. Subsequently, two outcomes are addressed that are particularly relevant to understand why the strength-based approach can have promising effects. These outcomes are employee well-being and employee performance.

2.2. Conceptualizing Employee Work outcomes

According to human resource literature, *employee well-being* represents a concept that describes the overall quality of an employee’s subjective experience and functioning at work (van de Voorde, Paauwe, & van Veldhoven, 2012). To narrow down the variety of dimensions to employee well-being, the work of van de Voorde *et al.* (2012) is used as starting point. The researchers partitioned employee well-being into the following three core dimensions: happiness, health and relationship well-being (van de Voorde *et al.*, 2012). The first dimension is *happiness well-being*, which generally describes subjective experience in terms of work satisfaction, pleasure and positive feelings at work (van de Voorde *et al.*, 2012). These subjective experiences have in turn

been divided into hedonic and eudaimonic view. Hedonic views of happiness are described as pleasant feelings, while eudaimonic views involve doing something virtuous, morally right and/or growth producing (Fisher, 2010). As such, when employees are happy with the job, it is likely that employee feel more fulfilled. The second dimension is *health well-being*, which goes along with the energy level during the working day. Contrastingly, health unwell-being is concerned with workload and work intensification that might lead to emotional exhaustion, need for recovery, stress and eventually burn-outs (van de Voorde *et al*, 2012). In this case, unwell-being might be harmful for both employee and employer because it increases the likelihood of stress and sickness. The final dimension is *relationship well-being*. This is characterized by employee interactions and the quality of relationships with colleagues; and the connection with managers and the organization as a whole (van de Voorde *et al*, 2012). More specifically, such interactions incorporate situations in where there is a helpful, pleasant and collegial work atmosphere (Grant, Christianson, & Price, 2007). This study treats employee well-being as one of the dependent variables. It will hereafter be referred to as employees' subjective experiences at work in terms of happiness, health and relationships well-being.

In addition to employee well-being, *employee performance* is also treated as dependent variable. The concept of employee performance is based on the extent to which employees execute their job duties as well as job responsibilities. To describe performance, the theory of Kluemper, DeGroot and Choi (2013) is used. Kluemper and colleagues (2013) distinguished two forms of behavior: in-role behavior and extra-role behavior. The first type of behavior is *in-role behavior*, which regards proficiency to achieve core technical activities (Williams & Anderson, 1991). These are commonly accepted norms important for the job, for example responsibilities specified in the job description (Kluemper *et al*, 2013). The second type of behavior is *extra-role behavior*, which refers to behavior that goes beyond the call of duty and job requirements (Lee & Allen, 2002). Based on the organizational citizenship behavior (OCB) theory of Lee and Allen (2002), extra-role behavior can be explained as employees' willingness to give time to help or assist others. To conclude, employee performance is the second dependent variable in this study, which is described as both performance in core technical activities as well as in activities that go beyond the job requirements.

Both employee well-being and employee performance could potentially be influenced by the strength-based approach. Hence, the following section builds hypotheses around the argument that the strength-based approach positively influences relevant employee work outcomes as well-being and performance in this regard.

2.3. The Relationship between the Strength-based approach and Employee work Outcomes

Based on the work of (Bakker & Demerouti, 2014), the Job Demands-Recourses (JD-R) theory is used to explain why the strength-based approach positively influences employee work outcomes such as well-being and performance (as illustrated in Figure 2). The model is based on the assumption that every work environment incorporates

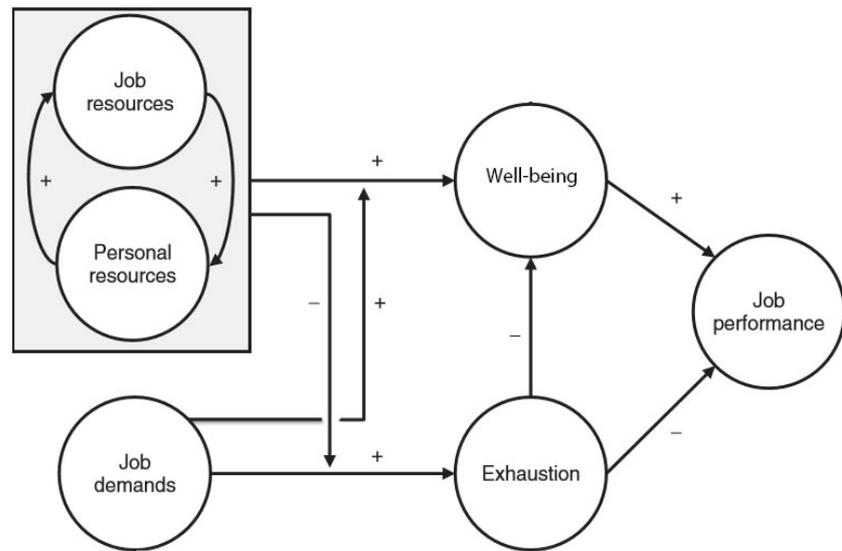


Figure 2. Relationship framework

occupation-specific job demands and job resources. First, *job demands* are aspects of the job that require physical and/or psychological efforts or skills. Hence, these demands can be seen as negative predictors for well-being and performance. For instance, examples of job demands are workload, emotional demands or work-home conflicts (Bakker & Demerouti, 2007). On the contrary, *job resources* refer to aspects of the job that are (1) functional in achieving goals, (2) stimulating personal growth and/or (3) effective coping with job demands (Bakker, Demerouti, & Verbeke, 2004). Job resources are intrinsically and/or extrinsically rewarding and motivating and thus positive predictors for employee well-being and performance. Examples of job resources are career opportunities, team atmosphere, supervisor support, autonomy or feedback (Bakker, Demerouti, & Verbeke, 2004). Furthermore, another type of resource that is an important predictor for motivation and well-being is *personal resources*. “*Personal resources are positive self-evaluations that are related to resiliency. They foster employees’ ability to exercise influence over their environment*” (Bakker & Demerouti, 2014, p.12). These personal resources are reciprocal with job resources over time (as shown in the grey frame, Figure 2). Hence, they have the potential to alleviate the unfavorable effects of job demands (Xanthopoulou, Bakker, Demerouti, & Schaufeli, 2009). Examples of these personal resources are self-esteem, self-efficacy, hope, optimism, authenticity and resilience (Hobfoll, 2002). In particular, the JD-R model (Figure 2) assumes that both job demands and job/personal resources may jointly (positive or negative) affect employee health, well-being and performance (Schaufeli & Taris, 2014). As such, this means that well-being depends on the balance between the job demands and the resources (i.e., job and personal). On the other hand, unwell-being and exhaustion is a result of an imbalance between those job demands and resources (Bakker & Demerouti, 2007).

2.3.1. *The Strength-based approach as Job Resource*

The strength-based approach can be seen as of job resource, because it has potential to help employees (1) to realize work-related goals, (2) to stimulate individual growth and (3) help to cope with job demands. More specifically, the strength-based approach encourages employees to apply their strengths that are in line with their abilities. In that way, employees could achieve their goals more easily in a fulfilling manner (van Woerkom & Meyers, 2015). These goals, or the manner in which these goals are reached, will potentially affect employees' self-concordance (Vasalampi, Salmela-Aro, & Nurmi, 2009). As a consequence, self-concordance increases the likelihood that they want to invest goal-directed effort. This in turn helps employees realizing work-related goals (Sheldon & Elliot, 1999). Moreover, strengths come so natural to employees that they learn more easily when they gain the opportunity to play on their strengths. Ultimately, learning curves tend to be steeper (Peterson & Seligman, 2004). Furthermore, managing around weaknesses and applying strengths even further will make it less likely that employees experiences high levels of job demands. This is because employees who have many resources available can better mitigate the negative effects of high demands (van Woerkom, Bakker, & Nishii, 2006b). As such, the strength-based approach accepts the definition of job resources and can therefore be conceptualized as job resource.

2.3.2. *Job Demands-Resources theory*

Now that the strength-based approach is conceptualized as job resource, the JD-R theory can be used as an explanation why the strength-based approach and its three practices positively influence employee well-being and employee performance. For instance, a business consultant in a consultancy firm is encouraged to execute the Clifton StrengthsFinder test. Firstly, *strength identification* can help employees to find areas of greatest potential in order to flourish. By doing so, the business consultant might not only feel appreciated by her unique worth, but she will also be better aware of her unique potential. Moreover, by making the consultant aware of her special qualities it is likely that consultant's resilience and optimism increase over time (van Woerkom & Meyers, 2015). Since the emphasis lies on her positive individual qualities and individual success, it will further contribute to positive expectations for the future (Luthans, Avey, Avolio, & Peterson, 2010). In turn, it might trigger employees' happiness and well-being (Bakker & Demerouti, 2014). On the other hand, an optimistic perspective of the future will make the business consultant more confident about her ability to master tasks. This will enhance feelings of mastery in which personal resources such as self-efficacy are stimulated. Self-efficacy can be referred to as the consultant's belief in her ability to perform the task (Rauch & Frese, 2007). As a consequence, the consultant will feel more comfortable in taking challenging actions (Luthans & Youssef, 2007). In turn, this will ultimately make her more effective in coping with the negative effects of job

demands, and thereby more effective in carrying out the tasks. Hence, it fosters her performance outcomes in the end (Bakker & Demerouti, 2007). Secondly, the process of *strength deployment* emphasizes the actual use and refinement of the previously identified strengths (Meyers & van Woerkom, 2014). As an example, imagine a situation where the business consultant is simultaneously faced with a deadline and also a request to build an important relationship with a new business client (which is in line with her own strengths). Her strengths of building on relationships make her more effective and will cost her less energy, which leaves her more time to meet the deadline. Due to the fact that building on important relationships is in accordance to her strengths, the consultant will feel ultimately true to herself. Therefore, it is likely that the consultant will enjoy greater competence, feelings of authenticity and self-actualization. In addition, doing things in accordance to strengths is energizing (Peterson & Seligman, 2004), it causes feelings of authenticity and being true to herself. In other words, these personal resources may mitigate the emotional load of high job demands such as tight deadlines, leading to lower levels of stress and increased levels of health well-being (Bakker & Demerouti, 2007). On the other hand, employees who are encouraged to do tasks that align with their strength are more likely to be successful in achieve work-related goals (van Woerkom *et al.*, 2016b). In turn, due to achieving work-related goals, it is likely that the business consultant will be more resilient and self-concordant. This will make her more effective in realizing performance results. Furthermore, learning curves tend to be steeper when the business consultant gains the chance to capitalize her strengths that allows her to be at personal best (van Woerkom *et al.*, 2016a). Therefore, it is likely that higher performance is quicker achieved (Peterson & Seligman, 2004). Thirdly, *managing around weaknesses* make employees weaknesses less relevant. As an example, after completing the Clifton StrengthsFinder test, it turned out that one of the business consultant's strengths is connecting with others, whereas her weaknesses regard negotiation or making smart deals with clients. When the consultant is faced with high levels of mental workload, such as negotiation with clients, she needs to compensate with extra energy. This can lead to exhaustion, and exhausted people are less productive and less able to perform well (Hakanen, Bakker, & Demerouti, 2005). However, the business consultant may improve on her job tasks by joining forces with colleagues. In this way, she gets the chance to drop demanding tasks such as negotiating with business clients, which will leave her more time over to further engage in tasks in line with their strengths. These activities will lower her physical and/or psychological efforts or job demands (Meyers & van Woerkom, 2014). Therefore, it less likely that workload and job stress is brought about by job demands. In this way the consultant will be enabled to do things what she does best (Meyers and van Woerkom, 2014), which is naturally linked to higher productivity (Peterson & Seligman, 2004). Hence, it is likely that she is more successful at achieving work-related goals (van Woerkom *et al.*, 2016b). As a consequence, colleagues might appreciate the consultant for her

unique capabilities and contributions to the team as well as to the organization. This might lead to a more collegial atmosphere (Meyers & van Woerkom, 2014). Above all, since organizations treat all employees equal, the strength-based approach benefits from the so-called “mark-effect”, (Gallardo-Gallardo *et al.*, 2013). The mark-effect increases social welfare and social atmosphere. In addition, the strength-based approach is supposed to lead to a more pleasant working environment, characterized by openness, trust and well-being (Dries, 2013). All in all, a strength-based approach emphasizes a more balanced approach; it cultivates employee strengths that are energizing, and minimize demands by managing around employee’s weaknesses. The emphasis on job resources makes employees more effective in coping with job demands, which in turn, bring job demands and job resources in balance. In the end, this leads to enhanced well-being and performance.

2.3.3. Social Exchange Theory

Despite the fact that this study mainly builds on the JD-R theory, Social Exchange Theory (SET) is another theory that could explain why a strength-based approach positively influences employee’s well-being and performance. SET suggests that “*social exchange comprises actions contingent on the rewarding reactions of others, which over time provide for mutually and rewarding transactions and relationships*” (Cropanzano & Mitchell, 2005, p.890). More specifically, it implies that transactions between two parties (e.g., employer-employee) follow certain exchange rules of repayment/reciprocity in which the party who provided a service has to offer an equally value service in return (Cropanzano & Mitchell, 2005). As an example, the consultancy firm invested in the business consultant by providing her Clifton Strengthsfinder tests. As consequence, this may lead to feelings of obligation to “reimburse” the organization (Meyers, 2016). The consultant might tend to reciprocate in terms of higher levels of affective commitment (Gilbert, De Winne, & Sels, 2011), by investing effort in increased performance results (Dries, *et al.*, 2014) or going beyond the call of duty with OCB (Kluemper *et al.*, 2013). The strength-based approach may influence the psychological contracts – or the member-exchange relationship – of the employee. Then employees will have some expectations of organizational inducements that they ought to receive. At the same time, expectations are developed about the outputs that employees ought to produce in order to be beneficial for the organization. In turn, this member-exchange relationship is characterized by employee interactions and the quality of relationships with the organization or managers, which can consequently influence employee relationship well-being (Dries *et al.*, 2014). In short, the strength-based approach may influence employee relationship well-being and psychological contracts between the member-exchange relationships where employees tend to reciprocate with performance.

2.3.4. Hypotheses Development

In support of these claims, research evidence so far corroborates the theoretical prediction that the strength-based approach positively influences employee well-being in this regard. For instance, a recent experimental study of Meyers and van Woerkom (2016) found that various employees who participated in a half-day training, aimed at detecting and deploying individual's strengths, have felt increased levels of work-related well-being. In another study by Rath (2007), employees who participated in strength-based interventions were six times as likely to be engaged with their job if they focused their strengths. In addition, Bakker and Demerouti (2014) conducted a strength-based intervention and added that strength interventions have led to a significant increased level of happiness and reduced depressives. Van Woerkom *et al.* (2016b) added with their multi-level analysis that workload and/or high emotional demand experienced as well as the level of absenteeism was reduced by strength-based interventions. Furthermore, Wood, Linley, Maltby, Kashdan & Hurling (2011) found comparable results with their longitudinal research and they stated that the use of strengths have led to decreased stress levels and greater vitality over time. Based on the theoretical arguments and the research evidence on strength, the following hypothesis is formulated:

Hypothesis 1a: The strength-based approach is positively related to employee well-being.

To date, there is only a little volume of empirical research that investigated the hypothetical links between the strength-based approach and employee performance. One these few studies was conducted by van Woerkom and Meyers (2015), who revealed that strength-based psychological climate was positively related to in-role and extra-role performance and mediated by positive affect. In another study, van Woerkom *et al.* (2016a) found that using strengths was significantly related to self-rated performance ($r = .30, p < .01$). Based on the theoretical rational and empirical findings, the following is therefore expected:

Hypothesis 1b: The strength-based approach is positively related to employee performance.

2.4. Person-job fit as Mediator between the Strength-based approach and Employee well-being and Employee performance

Building on the work of Meyers and van Woerkom (2014), it can be suggested that the relationship between the strength-based approach and employee well-being and performance is mediated by person-job fit. Their work implies that the strength-based approach will help employees to better fit with the demands of job, which in turn, produces increases in employee well-being and

employee performance. In another study by van Woerkom and Meyers (2015), for instance, it was revealed that strength-based psychological climate was positively related to in-role and extra-role performance, and mediated by positive affect. This study investigates the role of person-job fit as possible mediator, which is particularly relevant in understanding *how* the strength-based approach leads to increased employee well-being and employee performance.

2.4.1. Conceptualizing Person-job fit

According to human resource literature, *person-job fit* can be defined as the match between an employee's abilities and the requirements of the job on the one hand, and the desires of an employee and the attributes of a job on the other hand (Mulki, Jaramillo, & Locander, 2006). By the same token, it includes the demands-abilities perspective and the needs-supplies perspective (Edwards, 1991). First, the *demands-ability perspective* describes whether an employee has the knowledge, skills and abilities (KSA) to meet the demands in order to carry out the tasks of the job. Second, the *needs-supplies perspective* describes whether a job meets the needs of an individual in such a way that employees' preferences are satisfied (Edwards, 1991). Within this study, the demands-abilities perspective is more suitable, since the strength-based approach focusses not directly on employees' desires and preferences. Instead, the strength-based approach is directed at engaging employees in tasks that capitalize on their strengths and thus employees' abilities. The demands-abilities perspective is used whereby person-job fit is seen as the extent to which employee's KSA fit with the requirements of specific job (Mulki *et al.*, 2006). As such, demands-ability perspective can be seen as person-job fit. Furthermore, it can be assumed that person-job fit is seen here as a balance between job demands and job resources. In other words, person-job fit refers to the extent to which job resources such as employee's KSA are in balance with job demands such as the requirements of specific job (Mulki *et al.*, 2006). By doing so, the following sections build again on the JD-R theory in order to explain why person-job fit influence employee well-being and employee performance.

2.4.2. The Strength-based approach and Person-job fit

Now that person-job fit is conceptualized, it is necessary to explain why it could be expected that the strength-based approach and its three practices are related to person-job fit. First, the *strength identification* process allows employees to find the perfect match between employee's individual strengths and possible future job tasks (van Woerkom & de Bruijn, 2016). Second, *strength deployment* emphasizes the value of usage and refinement of strengths. In other words, it stimulates employees to position themselves in a job that gives the best fit and opportunities to use their talents (van Woerkom *et al.*, 2006b). Third, *managing around weaknesses* helps employees effective coping with the negative effects of job demands. For instance, the business

consultant from the previous examples that has difficulties with negotiating with clients. She may go about her tasks by making small adjustments in her work, by exchanging tasks with colleagues, or by collaborating with them. This can help her to put tasks in line with their abilities (Meyers, 2016). This maximizes the opportunity for the business consultant to carry out activities that emphasize her strengths even further. According to the JD-R theory, the strength-based approach reinforces personal resources such as self-efficacy or resilience over the long term, which in turn, can help the consultant to master tasks. This helps employees to meet their job requirements and to perform the job at an acceptable level, which, in accordance to employee's perception, increases their person-job fit. As such, the strengths-based approach increases person-job fit, because it capitalizes the employee in tasks which are aligned with strengths (or abilities).

There is no empirical support from studies that investigate why the strength-based approach is related to person-job fit. It has, however, been argued that strength-based support contributes to a better congruence between an employee's skills and the demands of the job (van Woerkom *et al.*, 2006b). According to positive psychology literature (Buckingham & Vosburgh, 2001), it has been theoretically considered that using strengths have led to increases on the match between person's abilities and the job. Despite that little empirical support is found, this study supposes that the strength-based approach is related to person-job fit.

2.4.3. Person-job fit and Employee well-being

The effects of person-job fit on well-being can be explained in more detail by JD-R theory. More specifically, employees' positive perceptions of person-job fit will make them more satisfied and happy about work (Choi *et al.*, 2016). When employees have the chance to work on tasks that they perceive as a close fit between their abilities and job demands (Mulki *et al.*, 2006), it is likely that they experience less stress (Edwards, 1991) and less worry (Quinn, 2005). In addition, employees who often experience positive feelings will develop a more optimistic perspective of the future (Xie & Johns, 1995). Hence, they will be more confident about their abilities to master tasks and overcome demanding problems (Meyers, 2016). As a consequence, employees who feel confident about their abilities will create feelings of self-efficacy (Xie & Johns, 1995). These personal resources are important to well-being, because they stimulate personal growth (Xanthopoulou *et al.*, 2009). Moreover, stable and more confident employees will be less insecure while working together with colleagues. Therefore, they will more easily bring in their own knowledge and opinions and give input to the team (Choi *et al.*, 2016). Higher levels of emotional stability in a team will also lead to more relaxed and pleasant work atmospheres (Molleman, Nauta, & Jehn, 2004). As such, it can be reasoned that a good balance between employee abilities and job

demands, i.e. the person-job fit, has the potential to decrease emotional exhaustion and increase well-being and happiness in such a situation.

In support of these claims, empirical evidence reveals that person-job fit leads to employee well-being. For example, the study of Kristof-Brown, Zimmerman and Johnson (2005) found a correlation between person-job fit and organizational commitment ($r = .47$), intention to quit ($r = -.46$) and job satisfaction ($r = .56$). In addition, Choi and colleagues (2016) explored the relationship between person-job fit and well-being. The researchers proved the positive relationship between person-job fit and employee well-being, which was supported ($\beta = .337$; $p < .01$) (Choi *et al.*, 2016). Similarly, using SEM analysis the study of Mulki *et al.* (2006) found that person-job fit is negatively related to emotional exhaustion ($y = -0.43$, $t = -5.4$), and positively related to job satisfaction ($y = .34$, $t = 3.7$). All in all, these theoretical and empirical studies demonstrate supportive findings that person-job fit is positively related to employee well-being.

2.4.4. Person-job fit and Employee performance

Besides influencing employee well-being, person-job fit also has the potential to contribute to employee performance. To illustrate this idea, positive self-evaluations serve as personal resources, which have a stimulating role in achieving work-related goals and make employees more effective in performing the job at an acceptable level (Choi, Tran, & Kang, 2016). For example, the same business consultant from the previous examples perceives a close fit between her abilities and her job demands (Mulki *et al.*, 2006), and as mentioned before, she might frequently experience positive experience. As a consequence, she will feel confident about her abilities, which will also generate feelings of self-efficacy (Xie & Johns, 1995). This might, in turn, contribute to individual flourishing and enables her to generate higher performance results (Meyers, 2016). In addition, these positive feelings might then motivate her to show initiative toward others (van Woerkom & Meyers, 2015). This link can be also explained by the SET, which suggest that when the business consultant has a good person-job fit, she has to offer an equally valuable service in return (Cropanzano & Mitchell, 2005). In other words, the business consultant tends to reciprocate with OCB such as assisting others, showing goodwill or protecting the organization against negative opinions (Lee & Allen, 2002). Therefore, the balance between employees' abilities and job requirements (better referred to as person-job fit) enables employees to increase task performance and stimulates them to reimburse with OCB.

To date, there is only little existent empirical research showing that person-job fit positively relates to employee performance. For example, the study of Mahmood and Sethela (2011) indicates a positively moderately significant relationship between person-job fit and job

performance ($r = 0.478, p < 0.01$). Li and Hung (2010) found comparable results and showed a high correlation with person-job fit and performance. In other studies, it has been found that self-efficacy is related to in-role behaviors (Schaufeli & Taris, 2014) and significant relationship between self-efficacy and extra-role behaviors ($r = 0.35, p < 0.01$) (Somech & Drach-Zahavy, 2000).

2.4.5. Hypotheses Development

Given that employee well-being and employee performance are linked to person-job fit, and both of these outcomes are related to the strength-based approach (as reflected in Hypotheses 1a and 1b), this study argues that the strength-based approach has some potential to increase employee well-being and employee performance. However, the presence of the HRM or in this case talent management in itself does not do the work in increasing employee well-being and performance. Instead, talent management activities should help employees to better fit their job and only then, it will increase employee well-being and performance. Based on this reasoning, the present work argues that person-job fit will mediate the relationship between the strength-based approach and employee well-being and employee performance.

By building on theoretical rationale of the JD-R, it could be supposed that there are more possible mediator variable(s) besides person-job fit that offers possible explanations why the strength-based approach lead to employee work outcomes. The JD-R theory, for instance, suggests that job resources such as the strength-based approach are driven by personal resources, which in turn, have a potential to influence employee well-being and employee performance. In addition, according to the study of van Woerkom and Meyers (2015), strength interventions operate through positive affect towards employee work outcomes. So more specifically, other positive mediator variable(s) such as personal resources (Bakker & Demerouti, 2014) or positive affect (van Woerkom & Meyers, 2015) can also help to explain these focal relationships. As such, person-job fit, by default, partially mediates the relationship between the strength-based approach and employee well-being and employee performance. Therefore, the following hypotheses are given:

Hypothesis 2a: Person-job fit partially mediates the relationship between the strength-based approach and employee well-being.

Hypothesis 2b: Person-job fit partially mediates the relationship between the strength-based approach and employee performance.

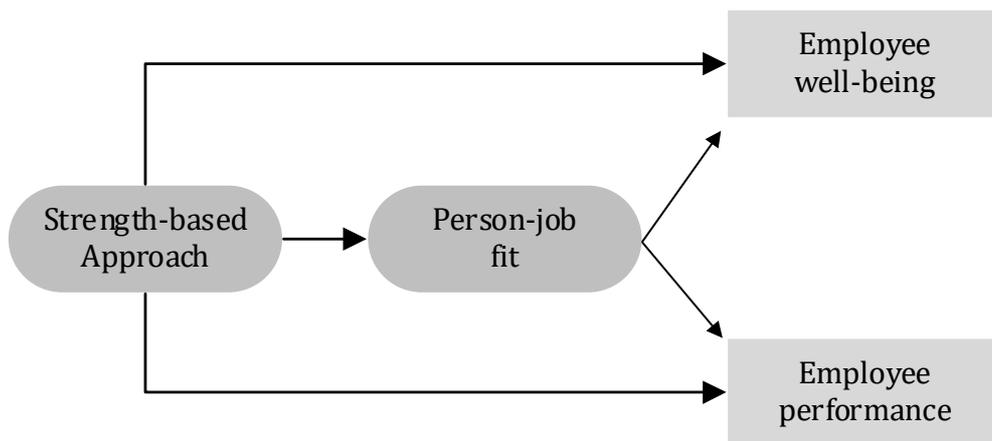


Figure 3. Hypothesized Research Model

3.

Methodology

3.1. Research design

The main purpose of this study was to examine (1) the extent to which the strength-based approach is related to employee well-being and employee performance and to measure (2) whether person-job fit mediates this relationship. To test to proposed hypotheses, an explanatory and quantitative research design was used. An explanatory research was chosen because it is one of the most feasible methods that help to establish a statistical/correlational relationship between variables (Saunders, Lewis, & Thornhill, 2009). The design of the research was based cross-sectional data, with one data source, which consist of a survey measuring the perceptions of employees of the Royal Dutch Brewery (Babbie, 2012). Through the use of a survey, the systematic and standardized manner of questioning allowed to target a broad variety of respondents within a relative short period of time (Saunders *et al.*, 2009).

3.2. Selection

The main reason for surveying employees was to determine their perceptions of the strength-based approach and person-job fit, which seems more appropriate, because the emphasis lies on employee's perceptions and attitudes, which are seen as the central predictors of behavior and outcomes of individual employees. Also, employee could best explain these employee work outcomes by themselves. Although surveying employees for performance was not most optimal, it was nevertheless believed that the participants were able to assess their own performance, due to the fact of performance appraisals take place every mid-year. On the other hand, it was also important to measure employee's perceptions, because perceived organizational activities may differ among employees. This is because employees could be differently treated by managers or some managers could be more convinced about the application of HR practices than others (Liao, Toya, Lepak, & Hong, 2009; Nishii & Wright, 2008). As such, this approach took the approach of surveying employees was an effective and above all practical manner to measure the four constructs strength-based approach, employee well-being, employee performance and person-job fit.

3.3. Sample

In the first place, the empirical study intends to approach the entire workforce according to the inclusive nature of this study (e.g., all employees are seen as “talent”). However, in collaboration with the responsible HR Business partners it was decided to exclude the Business Units Wholesale and Operations from the research population, because these Business Units recently participated in a survey. The demographic information (as illustrated in Appendix I) of the research population is as follows: 64.5% males, 35.5% females. With regard to the average age, 21.3% were aged 18-30 years; 29.8% were aged 31-40 years; 28.4% were aged 41-50 years; 18.4% were aged 51-60; 2.1% were aged above 61 years. Furthermore, 5.0% had earned MAVO/LBO/VMBO degree; 15.6% had earned HAVO/MBO/VWO degree; 39% had earned HBO degree; 40.4% had earned WO degree. Next to this, 7.5% had job tenure less than one year; 48% had job tenure of one to ten years; 44% had job tenure of more than ten year. Finally, the majority of the respondents worked in sales (37.6%), followed by finance (28.4%), marketing (14.9%) staff others (9.9%) and HR (9.2%). In sum, the research population consists of highly educated group in which most of them were more than five years employed. Age was equally distributed. Gender diversity, meanwhile, is not equally distributed.

3.3.1 Organizational context

This study was carried out at a Royal Dutch Brewery. The total workforce consists of 625 employees, which are divided into three Business Units: Wholesale & Commercial, Integrated Supply and Staff. Based on interviews with several employees as well as managerial experts of the participating organization, it became clear that the organization is characterized by a performance-driven culture, while, at the same time, it strived for inclusion and diversity as a growth strategy. Besides, organizations operating in the “fast moving consumer goods” sector are heavily competing for the best available talented workers from the millennial generation. The current status of needs was to primarily focus on creating a strength-based organizational culture in order to stimulate a culture of diversity in which employee’s skills will be recognized. For instance, a Young Potential of the Brewery mentioned: *“I want to gain possibilities that allow me to unlock myself to the full extent of my abilities”*, which is typical for the young and talented workers nowadays. According to the HR Business Partner, it is worth to mention that the organization already executes several HR policies and practices on talent and performance management. Given these HR organizational activities, the organization provided an ideal opportunity to examine employee’s perceptions about the extent to which their strengths are capitalized and whether the strength-based approach positively affect employee work outcomes. As such, the Dutch brewery was an appropriate setting for testing the hypothesis, because it offers

the possibility to discuss the strength-based approach and its practices, and the possible effects it has on employee outcomes.

3.4. Procedure

The online questionnaire was developed in the web-based tool “Qualtrics”. The questionnaire was initially written in Dutch and translated to English. Two native English speakers were appointed to translate the items from English to Dutch and back again to make sure that the items measure what they were intended to measure. Where possible, this study used existing scales to measure the four constructs. One new scale was developed, because there was no measure for managing around weaknesses from the construct strength-based approach. In order to verify the newly created scale, a pilot test was executed aimed at to pre-testing both the new scale and the items of the entire survey. In this way face and content validity was tested (Cooper & Schindler, 2003). This pilot version was distributed among ten employees from departments that were excluded from the research population. Existing literature was reviewed to create a new scale, after which the pilot test members were given the definition of managing around weaknesses. After developing a new scale, the pilot members were requested to classify the items. A think-aloud procedure was followed to gather data of testing the usability of the research method. The pilot test members were then asked to mention whatever comes to their mind as they read the questions of the pilot survey. This gave insights into members’ process of thinking process, and by doing so, it also offered also the opportunity to identify unclear and/or ambiguous questions. In case of unclear questions, the pilot test members were asked to clarify the problems with interpreting the questions, and alternative questions were discussed. After the pilot phase, the questions were phrased and added where necessary. For instance, the items “This organization stimulates to let colleagues with complementary strength profiles join forces such that we can complement each other unique strengths” was added in the evaluation phase. Some items were reworded in order to make them easier to read. Examples of these items were all items of relationship well-being, which belongs to the construct employee well-being. These items were reworded from question item into a statement. Furthermore, some items of managing around weaknesses of the construct strength-based approach were compound items and so they were reworded. All items of the questionnaire can be found in the Appendix IV.

Once the pilot test was done, the distribution of the real survey took place. The distribution process was carried out via sending emails to the companies’ Outlook System in order to avoid being marked and in addition the research population was best to reach at their e-mail. Additionally, the research population was best reached by e-mail. An introduction from the author about previously work experiences as a Tour Guide at the brewery (as illustrated in Appendix II)

was included. The reason behind the introduction was that employees knew the researcher already and made it possible to enhance the willingness amongst the employees to complete the questionnaire. Moreover, a competition element was added, as the department with the relative highest response rate would win a dartboard. Moreover, the purpose of the research was communicated, namely: “examining the extent to which employee’s experience that the organization capitalizes their strengths and which effects it consequently has on their well-being, performance and person-job fit”. Furthermore, the opportunity was given to receive a personal report as well as a report on department level in order to make strengths and development opportunities visible. These reports could serve as input and guideline for future (career) developments. Participation was voluntary, privacy was granted, and responses were kept strictly confidential. These aspects were important in order to guarantee a feeling of trust toward the researcher. Besides, it gives the participants the opportunity to answer at their own convenience, which was essential for the self-assessment part (Babbie, 2012).

One reminder was sent in the following week. Out of the 201 surveys were 161 were returned after eight working days, which formed a sufficient response rate to start with gathering the data. Sixteen questionnaires were deemed to be incomplete, because these surveys were not completely filled out by the respondent. Four questionnaires were completed but not useful, because the answers were unrealistic or incorrect (i.e., constantly answering with neutral). By checking the responses, it was decided to keep the outlying values, because the opinions of these outliers belong also to research population. This all together led to a response rate of 70.1% (Table 1).

Type of response	Responses	Response rate
Total responses	161	80.1%
Complete responses	145	72.1%
Incomplete responses	16	8.0%
Complete but not useful	4	2.0%
Useful response for data analysis	141	70.1%
Total target population	201	100%

Table 1. Response rates survey

3.5. Measuring the Main Variables

Strength-based approach, employee well-being, employee performance and person-job fit were measured with 45 items. A conceptualization was made in which each construct was defined. Based on these theoretical conceptualizations, where possible, existing measurement scales were selected that fitted best with the theoretical concepts (as reported in Appendix IV). Here in

Appendix IV, an operationalization matrix is added in order to show the fit between the conceptualization and the operationalization (and the measurement scale of each selected variable/construct). Furthermore, all of the items were measured on a five-point Likert scale, ranging from 1 (“strongly disagree”) to 5 (“strongly agree”). A five-point Likert scale was used because for a number of reasons. First of all, through using five-point scales for all items made it possible to compare the constructs easily. Moreover, previous research has shown that a five-point Likert scale is readily understandable to respondents and enables them to express their perceptions (Marton-Williams, 1986). The literature suggests that five-point Likert scales are simple and easy to use for respondents (Neumann, 2016). It makes questions less confusing to interpret for them (Hayes & Hayes, 1992). The five-point Likert scales do not only decrease the “frustration level”, but they also enhance the response rate and quality of the returned surveys (Lissitz & Green, 1975).

A principal component analysis (PCA) with Varimax rotation in SPSS was used for each variable. The Varimax procedure was executed because it was assumed that the factors were uncorrelated. Additionally, it enhances the interpretability of the factors. Factor analysis was performed to test whether the items that were intended to measure the constructs indeed load on the separate components (Fields, 2009). To test convergent validity, the confirmatory factor analysis (CFA) was carried out to test the degree to which the measures that should be related were indeed empirically related (Matsunaga, 2010). Besides, CFA intended to test prior ideas of underlying factors were derived from the literature. Eigenvalues greater than 1.00 and items that loaded higher than .35 on the intended factor and lower than .35 on any other were retained. Items loadings were deleted if they loaded on other factors than they were supposed to (Fields, 2009). Furthermore, a secondary FA created an item bundle in which a small group of items share the common construct (Rosenbaum, 1988). The tables in Appendix VI represent the results of the CFA, Cronbach’s alphas (α), all items, and factor loadings.

3.5.1. Strength-based approach

Based on the theoretical conceptualization of the constructs and existing studies (i.e., Meyers, 2016; van Woerkom *et al.*, 2016a) this study followed three measurement scales for the strength-based approach. Strength identification (Meyers, 2016) and strength deployment (van Woerkom *et al.*, 2016a) were selected, because they fitted well with the conceptualization of the construct (as showed in Table 5 operationalization matrix – Appendix IV). Furthermore, for managing around weaknesses a new measurement scale was developed on the basis of existing literature, because a useful scale was non-existent at the time of the research. After the items were created, pilot members were questioned to identify unclear and ambiguous items. After the evaluation

phase, the items were adapted, resulting in five items that measured managing around weaknesses (for further of the explanation pilot procedure, see previous section, Section 3.2). The Cronbach's alpha (α) of the all items of the strength-based approach was .896.

Strength identification was measured with five items from the study of Meyers (2016). A sample item of the scale of Meyers (2016) was *"This organization supports me to discover my strengths"*. Items were rated on a five-point Likert scale (1 = strongly disagree, 5 = strongly agree). Cronbach's α was .838.

Strength deployment was measured with seven items based on the study of van Woerkom *et al.* (2016a). A sample item was *"This organization allows me the opportunity to do what I am good at"*. Responses were given on a five-point Likert scale. Cronbach's α was .868.

Managing around weaknesses was measured with a newly created six-item scale. A sample item was *"This organization stimulates to letting colleagues with complementary strength profiles join forces such that they can complement each other's unique strengths"* (1 = strongly disagree, 5 = strongly agree). Cronbach's α was .716.

In this study, all measures related to the strength-based approach (i.e., strength identification, strength deployment, managing around weaknesses) were taken together in a factor analysis in order to test whether they were convergent (as illustrated in Table 6 – Appendix VI). Together, the three factors explained 58.34% of the variance. Factor one (Eigenvalue = 6.71) was labeled as strength deployment (nine items) and explained 27.84% of the variance. The second factor (Eigenvalue = 2.15) was labeled as strength identification (three items) explained 16.73% of the variance. Finally, factor three (Eigenvalue = 1.06) was termed as managing around weaknesses (five items) and explained 13.77% of the variance. However, two items of strength identification did not load on the intended scale, but load on strength deployment (Table 6 – Appendix VI). The reason behind their divergence might be that those items asked almost the same. Instead of computing among strength identification, those two deviated items were computed among strength deployment. A second factor analysis resulted in a factor solution that all factors, as an item bundle, loaded on the same underlying factor (Eigenvalue = 1.840) and which explained 61.322% of the variance (Table 7 – Appendix VI), meaning that the three measures combined measure the construct strength-based approach.

3.5.2. Employee well-being

Based on the theoretical conceptualization of the constructs and existing studies (i.e., van Veldhoven & Meijman, 2004) this study followed three measurement scales for employee well-

being. The three measurement scales of the Questionnaire on the Experience and Assessment of Work ("VBBA" scale; van Veldhoven, Prins, van der Laken, & Dijkstra, 2015) were used, because these scales fitted well with the conceptualization of the construct (as showed in Table 5 operationalization matrix –Appendix IV). Cronbach's alpha α of the all items of employee well-being was .854.

Happiness well-being was measured with five items (van Veldhoven, Prins, van der Laken, & Dijkstra, 2015). A sampling item was "I have to continually overcome my resistance in order to do my work". Responses were given on a five-point Likert scale. Cronbach's α was .779.

Health well-being was measured with five items of van Veldhoven *et al.* (2015). A sampling item was "During the last hours of my working day, I can still concentrate" (1 = strongly disagree, 5 = strongly agree). Cronbach's α was .780.

Relationship well-being was measured with six items of van Veldhoven *et al.* (2015). A sample item was "I can count on my colleagues when you come across difficulties in my work" (1 = strongly disagree, 5 = strongly agree). Cronbach's α was .817.

This study investigated convergent validity, by bringing all items of theoretically constructs employee well-being (i.e., happiness, health, relationship) together in a factor analysis (as illustrated in Table 8 – Appendix VI). Together, the four factors explained 63.54% of the variance. Factor one (Eigenvalue = 5.39) was labeled as happiness well-being (five items) and explained 18.37% of the variance. The second factor (Eigenvalue = 2.43) was labeled as health well-being (five items) explained 17.23% of the variance. The third factor (Eigenvalue = 1.19) was termed as relationship well-being (three items) and explained 16.30% of the variance. Finally, factor four (Eigenvalue = 1.15) had no label (two items), which explained 11.63% of the variance. These two items were negatively formulated, which could be the reason that they both loaded on a fourth factor. Empirical reasons should take priority over theoretical considerations, and by doing so, the two items representing the fourth factor had to be deleted. A second factor analysis (Table 9 – Appendix VI) resulted in an item bundle with a factor solution that all three factors loaded on one factor (Eigenvalue = 1.810) that explained 60.238% of the variance. This indicates that the three factors are convergent and together measure employee well-being.

3.5.3. Employee performance

Based on the theoretical conceptualization of the constructs and existing studies (i.e., Williams & Anderson, 1991; Lee & Allen, 2002), this study followed two measurement scales for employee performance. Those scales were used because they both best match with the theoretical concepts

(as showed in Table 5 operationalization matrix –Appendix IV). Cronbach's alpha α of the all items of employee performance was .802.

In-role job performance was measured on five-item scale of Williams and Anderson (1991). An example of a sample item was "I adequately complete assigned duties" (1 = strongly disagree, 5 = strongly agree). The Cronbach's α was .823.

Extra-role performance (or "Organizational Citizenship behaviour") was measured on a five-item scale adopted of (Lee & Allen, 2002). A sample item was "I willingly give your time to help others who have work-related problems" (1 = strongly disagree, 5 = strongly agree). Cronbach's alpha (α) was .724.

In this study, all measures related to employee well-being (i.e., in-role, extra-role) were taken together in a factor analysis in order to test whether they were convergent (as illustrated in Table 10 – Appendix VI). Together, the two factors explained 54.53% of the variance. Factor one (Eigenvalue = 3.73) was labelled as in-role performance (five items) and explained 29.92% of the variance. The second factor (Eigenvalue = 1.73) was termed as extra-role performance (five items) explained 24.61% of the variance. A second factor analysis (Table 11 – Appendix VI) resulted in a factor solution that both factors loaded on one factor as an item bundle (Eigenvalue = 1.364), explaining 68.22% of the variance. This results represents that the items of employee performance were convergent and both factors together measure employee performance

3.5.4. Person-job fit

Based on the theoretical conceptualization of the constructs and existing studies (i.e., Mulki, Jaramillo, & Locander, 2006), one measurement scale that suits the conceptualization was used to test person-job fit as (showed in Table 5 operationalization matrix – Appendix IV). Cronbach's α was .873.

Person-job fit was measured with three items of Mulki *et al.* (2006). A sample item was "My skills and abilities perfectly match my job demands" (1 = strongly disagree, 5 = strongly agree).

All three items loaded on one factor (Table 12 – Appendix VI). Together, the one factor (Eigenvalue = 2.412) was termed as person-job fit (three items) and explained 80.394% of the variance. This indicates that the three items are convergent and together measure person-job fit.

3.5.5. Control variables

To address the possibility of confounding effects, control variables were included. There was controlled for employee age, gender, and job tenure. Employee age was added as control variable, because an employee's performance develops with greater experience (Choi *et al.*, 2016). Employee age was measured based on calendar age. Employees were asked to indicate their age within a given category on an ordinal scale, ranging from 1 ("18 to 30") to 5 ("61+"). In addition, employee gender was included as control variable, because employee well-being has found to differ with gender (Keyes, Shmotkin, & Ryff, 2002). Employee gender was measured on a nominal scale by using dichotomous data (1= male, 2 = female). Furthermore, employee job tenure was included, because employees with higher job tenure may have more experience in their job (Steffens, Shemla, Wegge, & Diestel, 2014). This makes it more likely that they perform better or rate themselves higher (Choi *et al.*, 2016). Employees were asked to indicate how long they were employed for within given categories, measured on an ordinal scale, ranging from 1 ("< 1 year") to 5 ("> 10 years"). Apart from the theoretical reasoning, education level and department level were asked on ordinal scale for practical relevance. All control variables are included in Appendix V.

3.6. Statistical data analysis

After the data collection, the data was analyzed using SPSS. Descriptive analyses were run to describe basic characteristics of the data and demographics of the respondents. The means, standard deviations, internal consistency and correlations were calculated. Moreover, visuals of normal Q-Q plots showed that the sample was *approximately* normally distributed (i.e., skewness was less than absolute value of three and kurtosis less than an absolute value of ten). The largest skewness of the measured variables was -.449 (SE = .204), whilst the largest kurtosis was 1.673 (SE = .406) (as illustrated Table 13 – Appendix VII). The assumptions met with the criterion for normal distribution according to Weston and Gore (2006). Therefore, it can be assumed that the data is normally distributed. As shown in the previous section, a confirmatory factor analysis (CFA) was carried out to test the degree to which the measures that should be related were indeed empirically related (Matsunaga, 2010), which gives a good reflection of the construct and thus measures its convergent validity (Field, 2009). Kaiser-Meyer-Olkin (KMO) showed that measured that sampling adequacy, which all were greater than .5 and so factor analysis was appropriate (Malholtra & Birks, 2006). The KMO score of the strength-based approach was .879, KMO score of employee well-being was .811, employee performance was .817, and person-job fit was .739, which were well above the acceptable limit. In addition, a bivariate Pearson correlation was also selected to show the relationships/correlations between the key variables (Fields, 2009). Furthermore, linear regression analysis was employed in order to test the relationship between

the four constructs/variables of interest. For testing mediation effects, this study employed the method of Baron and Kenny (1986). These researchers pointed out that a mediation effect take place when (a) the relationship between the independent variable and the dependent variable is significant; (b) the relationship between the independent variable and the mediator is significant; and (c) the relationship between the mediator and the dependent variables is significant while holding the independent variable constant.

3.6.1. Common method bias

On account of the fact that this study has a cross-sectional designed with one source (i.e., surveying employees), common method variance was possible to be treat for this study. Common method variances are described as the variations in responses that are caused by the instrument. In fact, common method variances are a potential problem, since the variance is linked to the measurement method instead of the presented constructs (Podsakoff, MacKenzie, Lee, & Podsakoff, 2003). This study has to deal with some potential sources of common method biases such as social desirability and method effects which result from self-reporting (Podsakoff *et al.*, 2003). The Harman's (1976) single-factor was used in order detect eventual common method bias. All items were loaded together in a CFA, the un-rotated factor solution was used to determine the number of factors that were accounted for the total variance (Podsakoff *et al.*, 2003). Common method variance is not likely to present if the Eigenvalues are greater than 1.0 were find (if more than 1 factor)(Podsakoff *et al.*, 2003). The results showed that 11 factors with an Eigenvalue greater than 1.0, which means that the common method variance/biases did not influence the analysis.

4.

Results

4.1. Correlations

Table 9 shows the means, standard deviations and correlations of the key variables and control variables. Out of the four key variables, employee well-being has the highest mean (4.10), while the strength-based approach has the lowest mean (3.38). A Bivariate Pearson correlation (2-tailed) was used in order to verify significant correlation between the key variables. The correlation between the strength-based approach and employee well-being was significant ($r = .412, p < .01$). And also the correlation between the strength-based approach and person-job fit was significant ($r = .461, p < .01$). There is no correlation between the strength-based approach and employee performance ($r = .150, p > .05$). Moreover, employee well-being and employee performance were significantly correlated ($r = .394, p < .01$), and employee well-being and person-job fit were significantly correlated ($r = .663, p < .01$). Employee performance and person-job fit were significantly correlated ($r = .293, p < .01$). Most correlations were positive and none of the independent variables are highly related, indicating that multicollinearity is not a concern (Pallant, 2010). The latter is supported by the variance inflation factors (VIFs) of which were none higher than 2.14 (VIF ranged from 1.018 to 1.030).

Variables	M	SD	1	2	3	4	5	6
1. Employee gender	1.35	.480						
2. Employee age	2.50	1.086	-.057					
3. Employee job tenure	2.95	1.044	.035	.740**				
4. Strength-based approach	3.38	.4710	-.038	-.067	-.154			
5. Employee well-being	4.10	.3850	.027	-.019	.002	.412**		
6. Employee performance	4.07	.3386	.069	-.129	.030	.150	.394**	
7. Person-job fit	3.98	.6633	-.126	.005	-.036	.461**	.663**	.293**

Table 2. Descriptive Statistics, Bivariate Pearson Correlations ($N = 141$)
Significance levels * $p < .05$; ** $p < .01$; all variables tested two-sided.
Control variables: Gender, Age, Job tenure

4.2. Testing Hypothesis

Table 3 below shows the results of the regression analyses for testing these hypotheses. By testing the hypotheses, employee's age, gender and job tenure were accounted for. Additionally, R squared (R^2) values are given. An ordinary least squares regression analysis was performed to determine two separate mediation models: (1) does person-job fit partially mediates the relationship between the strength-based approach and employee well-being, and (2) does person-job fit partially mediates the relationship between the strength-based approach and employee performance.

As a first step, this study has to show that the strength-based approach is related to employee well-being and employee performance. Therefore, Hypothesis 1a, suggests that the strength-based approach is positively related to employee well-being, and Hypotheses 1b suggest that the strength-based approach is positively related to employee performance. A simple regression analysis was executed to examine the relationship between the predicted variable and outcome variable as illustrated in Table 3. By so doing, the strength-based approach is assumed to predict employee well-being (Model 1.1) and employee performance (Model 2.1). Model 1.1 indicates that the strength-based approach is indeed significantly related to employee well-being ($\beta = .428$, $p < .001$). In addition, Model 2.1 shows that there is also a significant positive influence employee performance ($\beta = .117$, $p < .05$). Concluding that these Hypothesis 1a and Hypothesis 1b are supported.

The last three steps incorporate two separate mediation models. Therefore, the following two hypotheses are given. Hypothesis 2a, which stated that person-job fit partially mediates the relationship between the strength-based approach and employee well-being, and Hypothesis 2b propose that person-job fit partially mediates the relationship between the strength-based approach and employee performance. To test these hypotheses, the four-step procedure of Baron and Kenny (1986) was followed and whereby the first step was already tested above. In the second step, the role of person-job fit as mediator is tested by examining whether the mediator is related to the strength-based approach. As reported below (Table 3), the mediator is positive and significantly related to the strength-based approach ($\beta = .463$, $p < .001$). The third step incorporates examining whether the mediating variable person-job fit is related to employee well-being and employee performance. As shown in Model 1.2, person-job fit is positively and significantly related to employee well-being ($\beta = .679$, $p < .001$). Besides, Model 2.2 shows that person-job fit is positively and significantly related to employee performance ($\beta = .315$, $p < .001$).

In the final step, two separate mediating analyses were conducted with two separate multiple regressions. First, the strength-based approach and person-job fit were included in a model for predicting employee well-being. Person-job fit, by default, partially mediates the relationship between the strength-based approach and employee well-being, because other variables (i.e., positive affect, personal resources) could even help to explain this focal relationship. A Sobel test was also conducted, which confirmed that the effect of the strength-based approach on employee well-being significantly decreased by the partial mediating role of person-job fit ($Z = 4.12, p < .001$). In terms of person-job having a mediating role between the relationship between strength-based approach and employee well-being (Model 1.3), it was found that when controlling for employee age, employee gender and employee job tenure, the strength-based approach remained positively and significantly related to employee well-being ($\beta = .144, p < .05$). When comparing these results to the results of step 1 (Model 1.1), it shows that the strength-based approach is now less strongly related to employee well-being ($\beta = .144, p < .05$). As hypothesized, person-job fit partially mediates the relationship between the strength-based approach and employee well-being. Therefore, Hypothesis 2a can be fully accepted. Second, a similarly procedure was used with regard to the strength-based approach. Person-job fit was also included for predicting employee performance. Person-job fit, by default, partially mediates the relationship between the strength-based approach and employee performance, because other variables (i.e., positive affect, personal resources, affective organizational commitment) could even help to explain this focal relationship. Some support was found for Hypothesis 2b, which stated that the relationship between the strength-based approach and employee performance would be partially mediated by person-job fit. By controlling for employee age, employee gender and employee job tenure (Model 2.3), there was no significant relationship between the strength-based approach and employee performance anymore ($\beta = .039, p > .005$). This is an indication that person-job fit fully mediates the relationship between the strength-based approach and employee performance. Furthermore, the Sobel test indicated that person-job fit ($Z = 3.57, p < .001$) reduces the significant effect of the relationship between the strength-based approach and employee performance. So, person-job fit fully mediates the relationships between the strength-based approach and employee performance, rather than partial mediation as was hypothesized. Hypothesis 2b can only be partially supported.

Variable	Employee well-being				Employee performance		
	Person-job fit	Model 1.1	Model 1.2	Model 1.3	Model 2.1	Model 2.2	Model 2.3
<i>Employee gender</i>	-.109	.034	.106	.101	.045	.079	.077
<i>Employee age</i>	.002	-.083	-.771	-.084	-.343**	-.341**	-.344**
<i>Employee job tenure</i>	.038	.128	.077	.105	.309*	.290*	.298*
Strength-based approach	.463***	.428***		.144*	.117*		.039
Person-job fit			.679***	.613***		.315***	.297***
R ²	.226***	.155***	.438***	.450***	.056*	.125***	.151***

Table 3. Results of Regression Analysis: Hypothesized Mediation effects ($N = 141$)
Significance levels in (β) Coefficient * $p < .05$; ** $p < .01$; *** $p < 0.001$

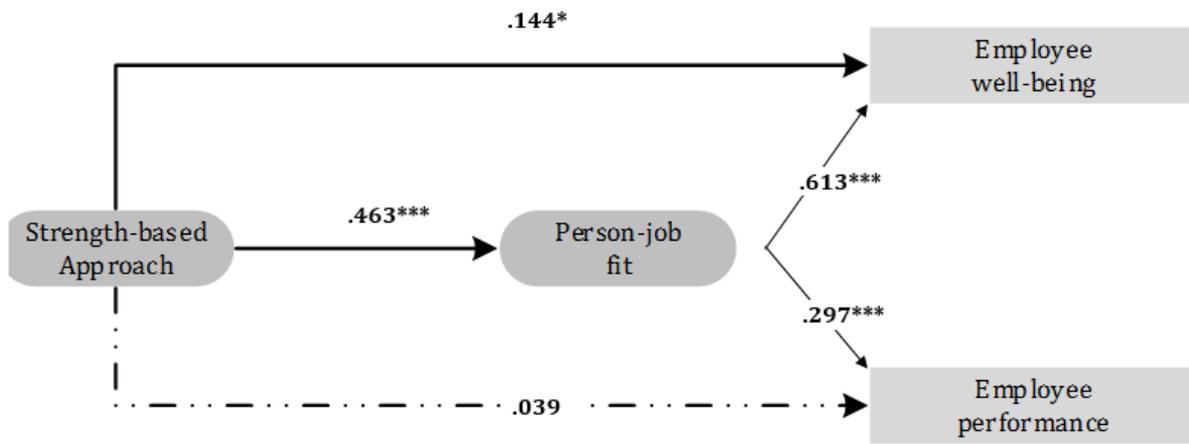


Figure 4. The Standardized Path Coefficients of the Linkages between the Key Variables

5.

Discussions & Conclusion

5.1. Discussion

The study is guided by the central research question: *To what extent does the strength-based approach positively influence employee well-being and employee performance and is this relationship mediated by person-job fit?* To answer the central research question, the present study executed an empirical study indented to (1) examine to what extent the strength-based approach is related to employee well-being and employee performance; and (2) to examine the potentially mediating role of person-job fit between this focal relationship.

This study builds on the other side of talent management, namely that of the strength-based approach. There can be much learned from the positive psychology literature, which suggests that using strengths can be helpful to contribute to the dual goal of employee well-being and performance. Nonetheless, there is a lack on empirical research on the application of the inclusive-stable talent philosophy, or in other words, the strength-based approach (Gallardo-Gallardo *et al.*, 2013), its positive effects on employee work outcomes (Murphy, 2014) and on the pathway through which they operate (Quinlan *et al.*, 2012). Interestingly, there is still much to be learned about strength-based approaches for employees, the range of their effects and the key mediating mechanism through which the strength-based approach operate (Meyers, 2015). Based on theoretical underpinnings from mainly the JD-R theory, this present study aimed to further investigate the applications of the strength-based approach, in particular its potential positive effects on employee well-being and employee performance. Subsequently, the study is among the first that addresses person-job fit as mechanism through which the strength-based approach operates. In line with the expectation, the findings of this cross-sectional study showed the positive effects of the strength-based approach, which revealed that it indeed positively influences employee well-being and employee performance. As hypothesized, the results showed a partial mediating effect of person-job fit between the strength-based approach and employee well-being. Contrary to the expectations, it has been demonstrated that the relationship between the strength-based approach and employee performance is fully mediated by person-job fit. All in all, the findings of the study carry important theoretical as well as practical implications.

5.2. Theoretical implications

First and foremost, the present study answers recent calls for further empirical examination of the strength-based approach. This study has empirically examined the positive effects of the strength-based approach on employee work outcomes. In particular, it demonstrated that in particular the three practices of the strength-based approach to talent management, which consist of identifying of employees strengths, deploying strengths and managing around weaknesses, lead to positive employee work outcomes. Since empirical work on talent management and the strength-based approach in organizational context is still in its infancy, these findings have confirmed the beneficial role of inclusive strength-based talent management rooted in the field of positive psychology. Also, the empirical work on the impact of the strength-based approach has enriched the on-going discussion in the field of talent management by showing that strengths need to be considered as a real opportunity to enhance employee well-being and performance. Along a similar line, this study reasons that the strength-based approach could be more effective than traditional HRM practices to talent management (i.e., exclusive approaches). In order to advance talent management and the inclusive strength-based approach as an academic field of research, it seems imperative to explore what could be learned from the role of positive psychology.

Second, this study is related to the theoretical perspective of Meyers and van Woerkom (2014). The researchers actually regarded the theoretical construct strength-based approach as strength identification, strength deployment, managing around weaknesses and increasing person-job fit. However, this study did not study person-job fit as part of the strength-based approach to talent management, but it treated person-job fit as mediator variable, rather than a predictor. The identification of the theoretical construct strength-based approach and the role of person-job fit as mediator has opened new ways in how to design talent management systems. Now the positive effects of the strength-based approach are acknowledged, future studies will be encouraged to further analyze the individual linkages of the three practices of the strength-based approach to employee work outcomes.

Third, the empirical examination has demonstrated that person-job fit mediates between the strength-based approach, and employee well-being and employee performance. Thus, it offers possible explanations for *why* the strength-based approach might contribute to these employee work outcomes. More specifically, a partial mediating effect of person-job fit was found between the strength-based approach and employee well-being, while the relationship between the strength-based approach and employee performance is fully mediated by person-job fit. Despite this present study did not cover other potential mediating variables, the partial mediation was in

line with the expectations. This indicates that person-job fit is one of the pathways for the strength-based approach to employee well-being through which they operate. With regard to the fully mediating effect, the strength-based approach needs to help employees to better fit their job and only then, it will increase employee performance. While this study highlighted the importance of person-job fit, there is still much to be learned about the positive effects of the strength-based approach and possibly operating mechanism. Future research might aim to contribute to the link between the strength-based approach and the transmitting effects of person-job fit on eventually other specific employee and organizational level outcomes. On the other hand, an interesting research angle would be to study other potential mediating variables (i.e., personal resources, positive effect) or the boundary conditions (moderators) under which the strength-based approach best works.

Finally, the mediation results reflect theoretical perspectives that explain why the strength-based approach is related to employee well-being and performance. Most of the hypotheses are derived from the Job Demands-Resources (JD-R) theory, which suggest that job resources, such as the strength-based approach, are beneficial for employee work outcomes (Bakker & Demerouti, 2007). On the other hand, Social Exchange theory (SET) suggests that the strength-based approach may influence psychological contracts between the member-exchange relationships where employees tend to reciprocate with commitment or performance. The JD-R theory which is chosen as mainly theoretical foundation in order to explain the focal relationships, seems to be the right choice. Interestingly, the present findings indicate that JD-R theory in itself is valuable to fully explain the “strength-based approach–performance” relationship since this relationship is fully mediated by person-job fit. On the other hand, with regard to the “strength-based approach–well-being” relationship, a partial mediation was found, indicating that the JD-R theory is valuable but also other theories could be valuable to explain this particular relationship. Others have reasoned that the Conservation of Resources (COR) theory might be equally valuable in explaining the motivational process of the strength-based approach to employee well-being. In fact, when employees perceive the job resource strength-based approach it is likely that they will bring additional resources or positive “gain spiral” in the near future (Hobfoll, 2002). Extending these perspectives, the lesson that can be learned for further (HR) research is that the JD-R theory is valuable for providing conceptual reasoning as explaining why variables such as HR practices are antecedents for performance. On this basis, they could consider whether SET is actually necessary in order to explain the relationship between the strength-based approach and performance, because JD-R theory seems to be sufficient enough to explain this relationship.

5.3. Practical implications

This study aimed to understand how the strength-based approach functions in an organizational context. An important practical implication is that the strength-based approach turned out to be effective in both employee as well as organizational flourishing. Despite interest has recently moved towards inclusive talent management approaches, research by the Chartered Institute of Personnel and Development (CIPD, 2012) showed that only two-fifth of organizations adopt inclusive approaches to talent management, whereas the majority of organizations implement exclusive approaches. In particular, this present study represents empirical evidence for HR managers and practitioners, which might make them more convinced to support the strength-based approach above and beyond the exclusive variant. More specifically, the findings make a good case for a strength-based approach, which significantly enhances employee, well-being (happiness, health, relationship) and employee performance (in-role, extra-role). In other words, the strength-based approach can be applied as an organizational tool to achieve the dual goal of stimulating performance and protecting health and well-being, which are of high priority in many organizations (Murphy, 2014).

Another important practical contribution is that person-job fit turned out to be a pathway for the strength-based approach in improving employee well-being and performance. Therefore, it would be advised for organizations to consider effective ways in how to enhance person-job fit, which in turn, increases employee well-being and performance even further.

In line with these ideas, (HR) managers are advised to implement the strength-based approach. That consists of practices such as identifying strengths, deploying strengths and managing around weaknesses. For instance, this can be done by identify strengths by using instruments like Strengthsfinder (Rath, 2007), VIA Strengths Questionnaire (Peterson & Seligman, 2004), reflected best self-exercises (Roberts *et al.*, 2005), to deploy strengths, as well as to stimulate employees to only deploy these strengths by managing around their weaknesses. These three practices together are more effective once combined together and then, employees are enabled to do more of what they do best while weaknesses will be made less relevant.

The new developed “managing around weaknesses scale”, which belongs to the construct strength-based approach, may help practitioners in examining the optimal strength-based approach. By measuring how the employees experience that there is managed around their weaknesses. It is now possible to determine one of the three important talent management practices that belong to the strength-based approach, which was before not possible.

Furthermore, it is important for practitioners to communicate in an unambiguous and transparent way to leaders, (line) managers, HR/coaches and employees about the intentions of the strength-based approach. This is in line with Nishii and Wright (2008), who argued that employee's perceptions could vary since managers might value some employees or (HR) practices above others. Consequently, these are important determinants for employee's attitudes and behaviors.

5.3.1. Recommendations for the participating organization

In addition to contributions to the theory, this study represents also practical implications. This study was carried out at a Royal Dutch Brewery, where the positive effect of the strength-based approach on employee workout comes at Brewery's workforce were measured. The implications make a good case for further recommendations to other departments of the brewery and similar organization. The present study provides the following practical recommendations for the participating organization.

Recommendation 1: In order to anchor the strength-based approach, it is advised to begin with the organizational culture and the recruitment and selection policies. It would be advised to build on strength-based recruitment, rather than the currently competency-based recruitment (i.e., STAR-interviewing). In this case, the organization needs to identify candidates who will thrive, be energized and have the talent to reach peak performance, instead of assessing candidates on their competencies. Then vacancies and assigned jobs are not so necessary, but the recruiter could better identify candidate's strengths and see how to design the job in such way that those people could unlock their real talents. In turn, this will enable employees to do what they do best, which in turn, make them authentic, energize and motivate them.

Recommendation 2: The findings of this study indicate per department to which extent (scale 1 – 5) employees perceive the strength-based approach. From primarily investigation, it turned out that the participating organization does not distinguish between strengths and weaknesses in the individual development plans. The study provides practical implications as point for departure in how to guarantee how employee's strengths could be integrated at work. For instance, HR practices such as performance appraisal, personal development plans and coaching may be developed in such way that they optimally support the strength-based approach. For instance, instruments like the Clifton Strengthsfinder, VIA-IS or best self-exercises could be included in order to make employees aware and celebrate their strengths.

Recommendation 3: in line with the idea of managing around weaknesses, the organization is encouraged to place employees with complementary strength profiles together. In case when employees experience tasks as demanding then the partner could take over the job tasks in such way that each individual has the opportunity to build on his or her strengths. As a consequence, employees might go to appreciate their partner colleague for their capabilities and their team and organizational contributions, which in turn, lead to a more collegial atmosphere. It is advised to set team goals that can be evaluated during performance reviews.

5.4. Limitations and future research

Like all research, this study is subject to a number of limitations. The first limitation is that the data of this study is of cross-sectional nature, meaning that the whole research population is investigated at a single point in time so there is no temporal relationship tested. The data gathered could account for causality and reserved causality in observed relationships, which cannot be proven. Despite the eventually reserved causality in the observed relationships, the mediation analyses do nevertheless still state that hypothesized directions is not subject of reversed causality. For instance, it has been showed that person-job fit mediate the relationship between the strength-based approach and employee well-being and employee performance and so the hypothesis do not have to be rejected. However, to investigate how the strength-based approach occurs over a longer period it is recommended to execute a longitudinal study in order to gather multiple observations over time. Further studies that gather longitudinal data should look for causal interrelation among the strength-based approach as job resource and the personal resource, it is likely that they mutually affect each other. Also, over time, reciprocal causation or “gain spiral” could take place in which variables increase the level of the other variable, and vice versa.

Second, compared to other cross-sectional or longitudinal studies, the sample size of $N = 141$ is relatively small. Small sample sizes might decrease the statistical power of the analyses and there is also more probability of outing values. Then it will be more probable that a given data point will be drawn from the most densely concentrated area of distribution. Consequently, it is inevitable that these outliers influence the approximately of the normal distribution. Given that the sample size was small, there is chosen to remain the outlying values (which were not that discrepant). Despite this, it can still be stated that the sample size is moderately sufficient to do statistical analysis. It seems imperative for future studies to use a larger sample size in order to enhance the validity of the empirical results.

Third, the study is conducted at only two specific business units/departments specific business units instead of surveying the entire workforce. As the demographics show, the research population consists of highly educated employees and more than half of the sample was more than five years employed. Employees with higher job tenure may have more experience in their job, which increases the likelihood that they perform better or rate their performance higher. Along similar lines, this study ignores to some extent the talent philosophy of capturing the value of the entire workforce and not just a few high flyers. As a result, studying this segmented group might be a potential source of sample bias. In other words, the generalizability to other departments or sectors might be low. Further research could better focus on entire workforces, which might give a more egalitarian and equally distributed understanding of how the strength-based approach leads to employee well-being and employee performance.

Fourth, the study could be vulnerable to common-method biases that influenced the relationships found in this study. It is understandable that the participants wanted to be helpful to the researcher since she was employed at the organization. A limitation of the research could be that the participants eventually tend to respond more because of their social acceptability instead of their true feelings in such way that they put themselves in a positive light. For instance, remarkable observations of eventually putting themselves in a positive light, were the high mean scores of employee well-being ($M = 4.10$) and employee performance ($M = 4.07$) (Likert scale 1 – 5). Also, the survey entailed using self-rating scales, which may have been a potential source for positive and negative affective. Future research is recommended to adopt multiple sources (i.e., performance appraisal, ratings of stakeholders, on-target rates, reviews of clients) and through this common method biases may be addressed.

5.5. Conclusion

In conclusion, this study has identified among the first the mediator person-job fit as mechanism through which in particular the strength-based approach operates. It has successfully established a mediation model that explains *how* the strength-based approach could increase employee's well-being and performance, with an emphasis on the importance of person-job fit in transmitting the influence of the strength-based approach on these employee work outcomes. Person-job fit has a significant and *partially* mediating effect on the relationships between the strength-based approach and employee well-being, whereas the relationships between the strength-based approach and employee performance was *fully* mediated by person-job fit. More specifically, the findings demonstrate that the strength-based approach in itself has indeed some potential to positively influence employee well-being and employee performance. But foremost, it has been shown that strength-based approaches are more likely to perceive fit between employees and

their job, which in turn, lead them to experience higher levels of well-being and performance. The findings of this study build on the JD-R theory (Bakker & Demerouti, 2014) to understand why the strength-based approach, regarded as job resources, lead to positive employee work outcomes. In practice, these findings offer “out of the box” talent management underpinnings in how employees could effectively cope with high job demands such as constantly performing, but without losing sight of well-being. All in all, the study provides empirical contribution for convincing scholars as well as (HR) practitioners of the strength-based approach. An interesting point of departure for further research is offered to explore the other sides of talent management, especially that of such innovative approaches (i.e., inclusive, strength-based approach). Further research hopefully shed more light on the unexplored mediation pathways through which the strength-based approach operates, its different positive effects and further application within an organizational context.

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Appendix

Appendix I: Demographics of the Research population

Table 4. Demographics *N* = 141

Demographics		Response rate
Gender	Male	64.5%
	Female	35.5%
Age	18 - 30	21.3%
	31 - 40	29.8%
	41 - 50	28.4%
	51 - 60	18.4%
	61+	2.1%
Education	MAVO/LBO/VMBO	5.0%
	HAVO/MBO/VWO	15.6%
	HBO	39%
	WO	40.4%
Job tenure	< 1 year	7.5%
	1 to 5 year	33.3%
	6 to 10 year	14.9%
	> 10 year	44%
Department	Marketing	14.9%
	Sales	37.6%
	HR	9.2%
	Finance	28.4%
	Staff Others	9.9%

Appendix II: Announcement Survey via E-mail

Subject: Announcement Survey to Managers

Dear colleague,

I would like to ask you to announce the coming survey among the employees of your department. They can expect the survey this week and I would also like to ask you to stimulate them to complete this survey.

Introducing myself:

My name is Liz Roetert Steenbruggen, MSc student Business Administration at the University of Twente. I am writing my master thesis at the Human Resource department. I have been working for five years as Tour Guide at the visitor's center. I guided tours through our brewery every week. Now, I have got the chance to see the organization from another point of view. The human being behind the organization intrigues me. "How to gain the best out of people?" which was the starting point for this research.

Research: Talent Management

My master research focuses on Talent Management and to which extent individual qualities (or better referred as to "strengths") are capitalized and which affects this has. Based on this idea, a questionnaire is created in order to gather data and examine the assumed hypotheses. My research focuses on Commercial and Staff. By filling out the questionnaire, you will not only help me to find innovative information, but it helps also to execute this research, which in turn, will lead to my **graduation**. Regarding the reliability of this research it is important to achieve a response score as high as possible (min. 70% of the target audience). Therefore, I am sending this announcement.

Additional information:

- A digital survey will be send to your employees on **Wednesday, March 22th**
- Duration: **± 6 minutes**
- When employees are interested they can receive their personal results via their personal mail, which can serve as input for their "career development conversation" and "individual development plan".
- In any case, the data will process 100% confidential/**anonymous** by myself.
- The results of the research will be translated into practical guidelines and will be available at departmental level (when there are at least 8 respondents per department) in order to make strengths and development opportunities of the department visible.
- Finally, the department with relatively the most completed surveys will win a **dartboard**. So, let's promote!

If you have any questions, feel free to contact me/or the HR business partners (cc. N. Olde Monnickhoff, J. Boerrigter) responsible for your department. Additionally, I would like to further explain my survey and draw attention to this via explaining this research in your team session. If there is a possibility to join your team session, please invite me.

Thank you in advance and maybe we will see each other soon,

Kind Regards,
Liz Roetert Steenbruggen

Bierbrouwerij Nederland B.V.

Nederland

T +31 6 xx xx xx x | E Liz.Roetert.Steenbruggen@xxx.nl

www.werkenbijxxx.nl



Subject: Actual Survey Talent Management

Dear colleague,

My name is Liz Roetert Steenbruggen, MSc student Business Administration at the University of Twente. With regard to my master research I am going to examine to which extent individual qualities (or better referred as to “strengths”) are capitalized and which affects it has.

Based on this idea, a questionnaire is created in order to gather data and examine the assumed hypotheses. My research focuses on Commercial and Staff. By completing the questionnaire, you will not only help me to find innovative information, but it helps also to execute this research, which in turn, will lead to my **graduation**.

Additional information:

- Duration: ± **6 minutes**
- The survey can done via the mobile phone
- Language options survey: Dutch and English
- When you are interested, you can receive your personal results via the personal mail, which can serve as input for your "career development conversation" and "individual development plan".
- In any case, the data will be analyzed only by myself and processed 100% confidential and **anonymous**
- The results of the research will be translated into practical guidelines and will be available at departmental level (when there are at least 8 respondents per department) in order to make strengths and development opportunities of the department visible.
- Finally, the department with relatively the most completed surveys could win a **dartboard**. So, start now!

Follow this link to go to the survey:

https://utwentebbs.eu.qualtrics.com/jfe/preview/SV_8vvvLg9Fw5TYyTX?Q_CHL=preview

Thank you in advance and maybe we will see each other soon,

Kind regards,

Liz Roetert Steenbruggen

Bierbrouwerij Nederland B.V.

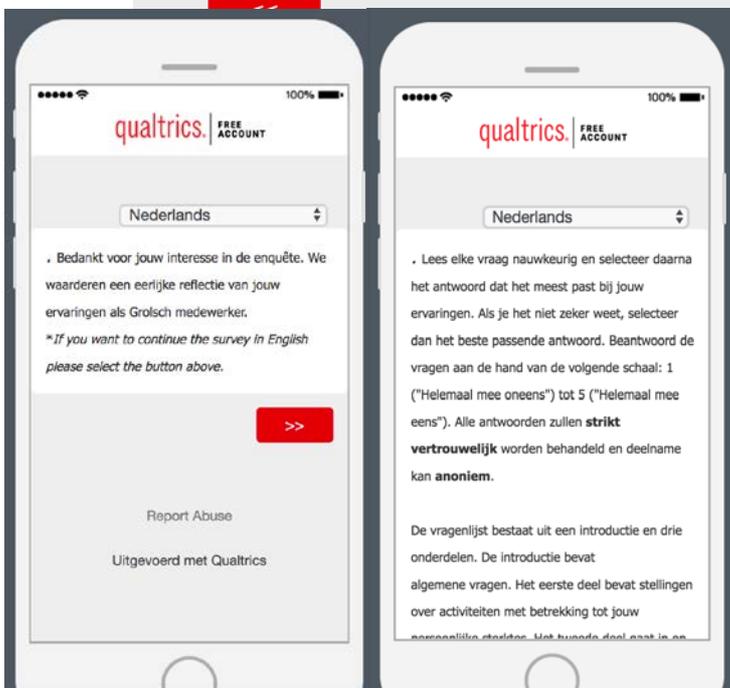
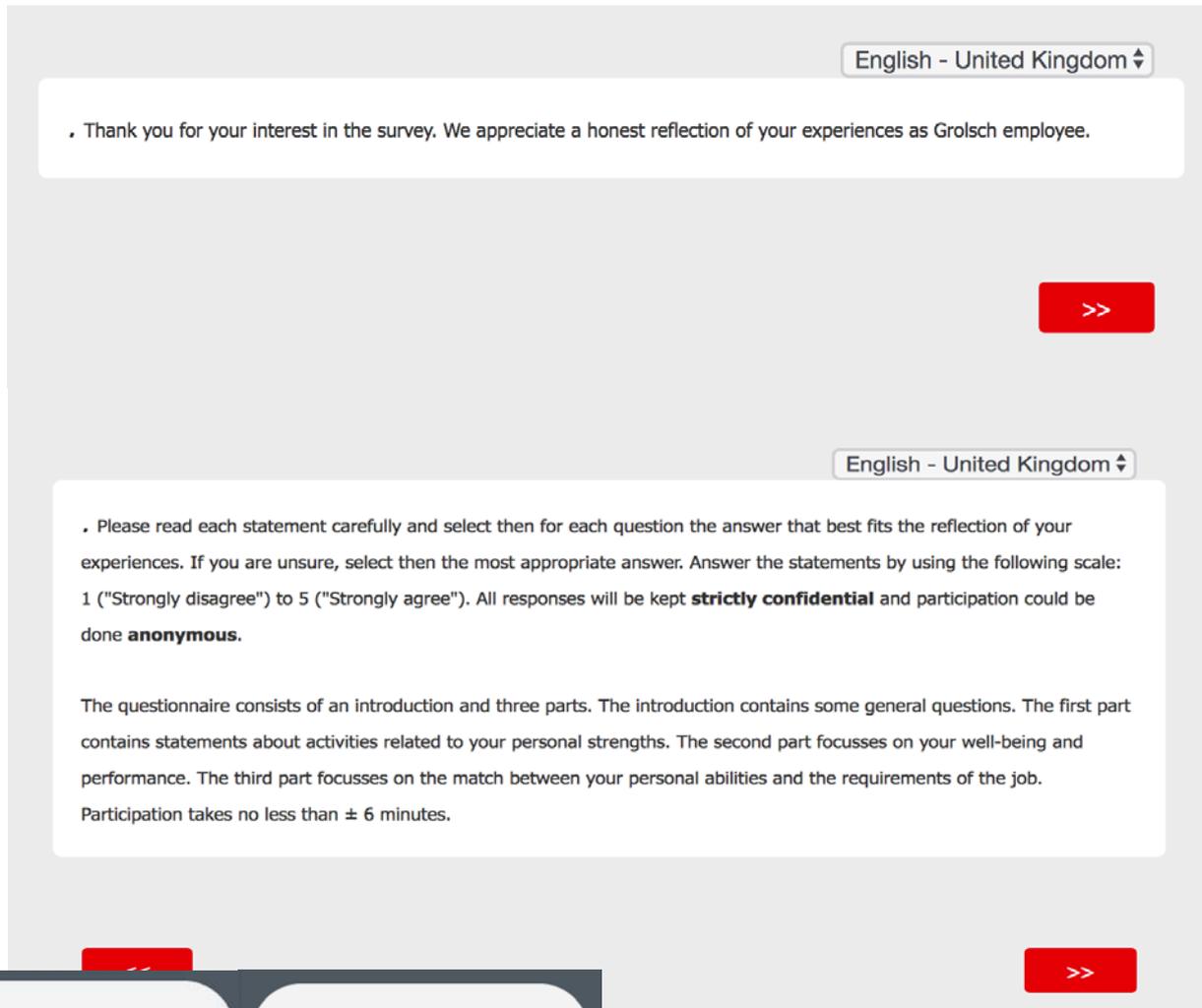
Nederland

T +31 6 xx xx xx x | E Liz.Roetert.Steenbruggen@xxx.nl

www.werkenbijxxx.nl



Appendix III: Qualtrics, Web and Phone devices



Appendix IV: Survey items and Operationalization Table

Table 5. Operationalization Table

Construct, scale and author	Definition Construct	Items in Dutch	Items in Engels
1. Strength-based approach			
1.1 Strength identification (Meyers, 2016)	<i>"Organizational activities aimed at detecting and identifying employee strengths."</i>	<p>1. Deze organisatie geeft mij de kans om te leren wat mijn talenten zijn.</p> <hr/> <p>2. Deze organisatie maakt mij bewust van mijn kwaliteiten.</p> <p>3. Deze organisatie helpt mij om mijn sterke kanten te ontdekken.</p> <p>4. Deze organisatie heeft oog voor mijn sterke kanten.</p> <p>5. Deze organisatie is geïnteresseerd in wat mij drijft in mijn werk.</p>	<p>1. This organization gives me the chance to learn what my talents are.</p> <p>2. This organization makes me aware of my qualities.</p> <p>3. This organization supports me to discover my strengths.</p> <p>4. This organization focuses on my strengths.</p> <p>5. This organization is interested in things what drives me.</p>

**1.2 Deploying strengths
(van Woerkom, Mostert, Els,
Bakker, de Beer, & Rothmann,
2016a)**

"Organizational activities aimed at stimulating employees to use their strengths more and refine them."

- | | |
|---|---|
| 1. Deze organisatie maakt gebruik van mijn sterke punten. | 1. This organization focuses on what I am good at. |
| 2. Deze organisatie geeft mij de gelegenheid om mijn werk uit te voeren op een manier die het best bij mijn sterke punten past. | 2. This organization allows me to do my job in a manner that best suits my strong points. |
| 3. Deze organisatie geeft mij de mogelijkheid om te doen waar ik goed in ben. | 3. This organization gives me the opportunity to do where I am good at. |
| 4. Deze organisatie laat me mijn talenten gebruiken. | 4. This organization allows me to use my strengths. |
| 5. Deze organisatie zorgt ervoor dat mijn taken worden afgestemd op mijn sterke punten. | 5. This organization ensures that my strengths are aligned with my job tasks. |
| 6. Deze organisatie haalt het beste uit mijn talenten. | 6. This organization makes the most of my talents. |
| 7. Deze organisatie worden mijn sterke punten toegepast. | 7. This organization applies my strong points. |

1.3 Managing weaknesses

"Organizational activities aimed at expanding employee strengths and making weaknesses less relevant."

1. Deze organisatie laat mij taken waarin ik niet goed in ben overdragen aan collega's die daar juist wel goed in zijn.

1. This organization gives me the opportunity to let colleagues take over demanding tasks where I am not good at.

2. Deze organisatie stelt mij in staat om taken te laten vallen waar ik niet goed in ben.

2. This organization enables me to drop tasks where I am not good at.

3. Deze organisatie geeft mij de gelegenheid om geen klanten te bedienen waar ik geen goede verstandhouding mee heb.

3. This organization gives me the opportunity to serve no clients where do not get on well with.

4. Deze organisatie stimuleert mij krachten te bundelen met collega's die aanvullende (complementaire) sterkte profielen hebben, zodat wij elkaars unieke sterktes kunnen aanvullen.

4. This organization stimulates to let colleagues with complementary strength profiles join forces, such that they can complement each other's unique strengths.

2. Employee Well-being	Definition Construct										
<p>1.2 Happiness (van Veldhoven, Prins, van der Laken, & Dijkstra, 2015) "VBBA2.0: Pleasure at work"</p>	<p><i>"Employee subjective experience such as work satisfaction, pleasurable and positive feelings at work."</i></p> <table border="0"> <tr> <td data-bbox="1003 331 1503 400">1. Ik vind mijn werk nog steeds boeiend, elke dag weer.</td> <td data-bbox="1514 331 1960 400">1. My work is still interesting, each day again.</td> </tr> <tr> <td data-bbox="1003 475 1503 544">2. Ik doe mijn werk omdat het moet, daarmee is alles wel gezegd.</td> <td data-bbox="1514 475 1960 544">2. I do my work because I have to and that says it all.</td> </tr> <tr> <td data-bbox="1003 619 1503 687">3. Na zo'n vijf jaar heb je het in dit werk wel gezien.</td> <td data-bbox="1514 619 1960 687">3. After five years, I've seen it all as far as this job is concerned.</td> </tr> <tr> <td data-bbox="1003 762 1503 783">4. Ik heb plezier in mijn werk</td> <td data-bbox="1514 762 1960 783">4. I enjoy my work.</td> </tr> <tr> <td data-bbox="1003 874 1503 943">5. Ik moet telkens weerstand bij mijzelf overwinnen om naar mijn werk te gaan.</td> <td data-bbox="1514 874 1960 943">5. I have to continually overcome my resistance in order to do my work.</td> </tr> </table>	1. Ik vind mijn werk nog steeds boeiend, elke dag weer.	1. My work is still interesting, each day again.	2. Ik doe mijn werk omdat het moet, daarmee is alles wel gezegd.	2. I do my work because I have to and that says it all.	3. Na zo'n vijf jaar heb je het in dit werk wel gezien.	3. After five years, I've seen it all as far as this job is concerned.	4. Ik heb plezier in mijn werk	4. I enjoy my work.	5. Ik moet telkens weerstand bij mijzelf overwinnen om naar mijn werk te gaan.	5. I have to continually overcome my resistance in order to do my work.
1. Ik vind mijn werk nog steeds boeiend, elke dag weer.	1. My work is still interesting, each day again.										
2. Ik doe mijn werk omdat het moet, daarmee is alles wel gezegd.	2. I do my work because I have to and that says it all.										
3. Na zo'n vijf jaar heb je het in dit werk wel gezien.	3. After five years, I've seen it all as far as this job is concerned.										
4. Ik heb plezier in mijn werk	4. I enjoy my work.										
5. Ik moet telkens weerstand bij mijzelf overwinnen om naar mijn werk te gaan.	5. I have to continually overcome my resistance in order to do my work.										
<p>1.2 Heath (van Veldhoven, Prins, van der Laken, & Dijkstra, 2015) "VBBA2.0: Energy at work"</p>	<p><i>"Employee energy level during the working day."</i></p> <table border="0"> <tr> <td data-bbox="1003 1054 1503 1123">1. Aan het begin van mijn werkdag heb volop energie</td> <td data-bbox="1514 1054 1960 1123">1. At the beginning of my working day, I have plenty of energy.</td> </tr> <tr> <td data-bbox="1003 1198 1503 1219">2. Tijdens mijn werk voel ik me fit</td> <td data-bbox="1514 1198 1960 1219">2. During my work I feel me fit.</td> </tr> <tr> <td data-bbox="1003 1294 1503 1315">3. Op mijn werk bruis ik van energie</td> <td data-bbox="1514 1294 1960 1315">3. At work I have plenty of energy.</td> </tr> </table>	1. Aan het begin van mijn werkdag heb volop energie	1. At the beginning of my working day, I have plenty of energy.	2. Tijdens mijn werk voel ik me fit	2. During my work I feel me fit.	3. Op mijn werk bruis ik van energie	3. At work I have plenty of energy.				
1. Aan het begin van mijn werkdag heb volop energie	1. At the beginning of my working day, I have plenty of energy.										
2. Tijdens mijn werk voel ik me fit	2. During my work I feel me fit.										
3. Op mijn werk bruis ik van energie	3. At work I have plenty of energy.										

		<p>4. Tijdens het laatste deel van de werkdag kan ik me nog goed concentreren</p> <p>5. Het laatste deel van de werkdag vliegt voorbij</p>	<p>4. During the last hours of my working day, I can still concentrate.</p> <p>5. The last part of the working day, the hours passing over.</p>
<p>1.2 Relationship (van Veldhoven, Prins, van der Laken, & Dijkstra, 2015) "VBBA2.0: Relationships with colleagues"</p>	<p><i>"Employee interactions and quality of relationships with colleagues."</i></p>	<p>1. Ik kan altijd op mijn collega's rekenen wanneer ik het moeilijk heb in mijn werk.</p> <hr/> <p>2. Ik kan altijd om hulp vragen bij mijn collega's als dat nodig is.</p> <p>3. De verstandhouding met mijn collega's is goed.</p> <p>4. Ik heb (wel eens) conflicten met mijn collega's.</p> <p>5. Er heerst een prettige sfeer tussen mij en mijn collega's.</p>	<p>1. I can count on my colleagues when you come across difficulties in my work.</p> <hr/> <p>2. If necessary, I can ask my colleagues for help.</p> <p>3. I do get on well with my colleagues.</p> <p>4. I do have conflicts with your colleagues.</p> <p>5. There is a pleasant work atmosphere between me and my colleagues.</p>

	<p>6. Er doen vervelende gebeurtenissen voor tussen mij en mijn collega's.</p> <p>6. There been any unpleasant occurrences between me and my colleagues.</p>
--	--

3. Performance	Definition Construct
<p>3.1 In-role performance (Williams & Anderson, 1991) Task performance</p>	<p><i>"Employee behavior that meets job requirements and commonly accepted norm."</i></p> <p>1. Alle aan mij toegewezen taken voer ik adequaat uit.</p> <p>1. I adequately completes assigned duties.</p> <hr/> <p>2. Ik voldoe aan alle verantwoordelijkheden die in mijn taakomschrijving staan.</p> <p>2. I fulfill responsibilities specified in job description.</p> <p>3. Ik voer alle taken uit die van mij verwacht worden.</p> <p>3. I perform tasks that are expected of him/her.</p> <p>4. Ik voldoe aan de formele eisen van de baan.</p> <p>4. I meet formal performance requirements of the job.</p>

	<p>5. Ik voer activiteiten uit die mijn prestatiebeoordeling direct beïnvloeden.</p> <p>5. I engages me in activities that will directly affect his/her performance evaluation.</p>
<p>3.2 Extra-role performance (Lee & Allen, 2002) Organizational Citizenship behaviour (OCB)</p>	<p><i>"Employee behavior that going beyond the call of duty and job requirements."</i></p> <p>1. Ik help anderen die (lang) met verlof zijn geweest.</p> <p>1. I can help others who have been absent.</p> <hr/> <p>2. Ik besteed graag tijd aan het helpen van anderen die werk-gerelateerde problemen hebben.</p> <p>2. I willingly give your time to help others who have work-related problems.</p> <p>3. Ik doe mijn best zodat nieuwe(re) medewerkers zich in mijn team welkom voelen.</p> <p>3. I go out of the way to make newer employees feel welcome in the work group.</p> <p>4. Ik maak tijd om anderen te helpen die werk- of privé gerelateerde problemen hebben.</p> <p>4. I give up time to help others who have work or non-work problems.</p> <p>5. Ik help anderen met het uitvoeren van hun taken.</p> <p>5. I assist others with their duties.</p>

4. Person-job fit	Definition Construct	
Person-job fit (Mulki, Jaramillo, & Locander, 2006)	<i>"The congruency between the abilities of the employee and the requirements of the job."</i>	<p>1. Mijn vaardigheden en capaciteiten passen perfect bij de vereisten van de baan.</p> <hr/> <p>2. Mijn persoonlijke voorkeuren en (zaken waar ik een hekel aan heb) passen perfect bij mijn job vereisten.</p> <p>3. Goede match tussen mij en de baan.</p> <p>1. My skills and abilities perfectly match with my job demands.</p> <p>2. My personal likes and dislikes match perfectly with my job demands.</p> <p>3. There is a good fit between my job and me.</p>

Appendix V: Control variables

Q1. Gender

- Man
- Woman

Q2. Age

- 18-30
- 31-40
- 41-50
- 51-60
- 61+

Q3. Level of education

- MAVO / LBO / VMBO
- HAVO / MBO / VWO
- HBO
- WO

Q4. Department

- Marketing
- Sales
- HR
- Finance
- Staff others

Q5. Employed

- Less than 1 year
- 1 to 5 years
- 6 to 10 years
- More than 10 years

Appendix VI: Factor Analysis

Table 6. Items, Cronbach's alphas, and factor loadings of the strength-based approach ($N = 141$)

Item wording	Factor			
	α	1	2	3
<i>Strength identification</i>				
Grolsch gives me the chance to learn what my talents are	.838	.260	.802	-.067
Grolsch makes me aware of my qualities		.239	.838	-.009
Grolsch supports me to discover my strengths		.297	.833	.050
Grolsch focusses on my strengths*		.596	.440	.128
Grolsch is interested in what drives me in my work*		.608	.304	.307
<i>Strength deployment</i>				
Grolsch uses my strengths	.868	.635	.221	.003
Grolsch allows me to do my job in a way that best suits my strengths		.739	.081	.152
Grolsch gives me the opportunity to do where I am good at		.569	.373	.052
Grolsch allows me to use my talents		.706	.317	.047
Grolsch ensures that my job tasks are aligned with my strengths		.670	.206	.195
Grolsch gets the most out of my talents		.733	.349	.238
Grolsch applies my strengths		.739	.129	.238
<i>Managing around weaknesses</i>				
Grolsch gives me the opportunity to let colleagues take over demanding tasks where I am not good at	.716	.206	.012	.714
Grolsch stimulates to let colleagues with complementary strength profiles join forces such that we can complement each other unique strengths		.451	-.001	.581
Grolsch gives me the opportunity to serve no clients where I do not get on well with		-.025	-.107	.593
Grolsch takes care that my weaknesses will be less relevant at work		.323	-.011	.701
Grolsch enables me to drop tasks where I am not good at		.074	.175	.730

*Deviated factor loadings; had to be computed amongst strength deployment

Table 7. Second Factor Analysis, Cronbach's alphas, and factor loadings of the strength-based approach (N=141)

Item wording	Factor
	1
<i>Strength-based approach</i>	
Strength Identification	.755
Strength Deployment	.917
Managing Around Weaknesses	.655

Table 8. Items, Cronbach's alphas, and factor loadings of employee well-being (N = 141)

Item wording	α	Factor			
		1	2	3	4
<i>Happiness well-being</i>					
I think my work is still interesting, each day again	.779	.648	.351	.223	-.129
I do my work because I have to and that says it all*		.761	.193	.150	.131
After five years, I have seen it all as far as this job is concerned*		.692	.020	-.071	.239
I enjoy my work		.688	.343	.157	.061
I have continually to overcome my resistance in order to do my work*		.731	.274	.092	-.009
<i>Health well-being</i>					
At the beginning of my working day, I have plenty of energy	.780	.367	.582	.207	.026
During my work I feel fit		.108	.728	-.055	.302
At work I have plenty of energy		.387	.685	.081	.089
During the last hours of my working day, I can still concentrate		.139	.784	-.031	.011
The last part of the working day flies by		.215	.584	.256	-.128
<i>Relationship well-being</i>					
I can count on my colleagues when I come across difficulties	.817	.197	-.009	.713	.242
If necessary, I can ask my colleagues for help		.016	.066	.835	.070
I do get on well with my colleagues		.103	.295	.807	.147
I do have conflicts with my colleagues*		.038	.077	.246	.874
There is a pleasant work atmosphere between me and my colleagues		.127	-.037	.615	.438
There have been unpleasant occurrences between me and my colleagues*		.158	.105	.286	.781

*Negative formulated items; had to be deleted for the second factor analyse

Table 9. Second Factor Analysis, Cronbach's alphas, and factor loadings of employee well-being ($N = 141$)

Item wording	Factor
	1
<i>Employee Well-being</i>	
Happiness well-being	.849
Health well-being	.833
Relationship well-being	.618

Table 10. Items, Cronbach's alphas, and factor loadings of employee performance ($N = 141$)

Item wording	α	Factor	
		1	2
<i>In-role performance</i>			
I adequately complete all assigned duties	.823	.727	.192
I fulfill all responsibilities specified in job description		.737	.224
I perform all tasks that are expected of me		.822	.155
I meet formal requirements of the job		.779	.187
I carry out activities that directly affect my performance evaluation		.697	-.021
<i>Extra-role performance</i>			
I help others who have been absent	.724	.198	.578
I willingly give time to help others who have work-related problems		.208	.628
I do my best so that new(er) employees feel welcome to my team		-.014	.758
I make time to help others with work or non-work related problems		.021	.830
I assist others with their duties		.263	.568

Table 11. Second Factor Analysis, Cronbach's alphas, and factor loadings of employee performance ($N = 141$)

Item wording	Factor
	1
<i>Employee Performance</i>	
In-role performance	.826
Extra-role performance	.826

Table 12. Items, Cronbach's alphas, and factor loadings of person-job fit ($N = 141$)

Item wording	Factor
	1
<i>Person-job fit</i>	
My skills and abilities match perfectly with the requirements of the job	.783
My personal likes match perfectly with my job demands	.897
There is a good fit between my job and me	.909

Appendix VII: SPSS Output

Table 13. Skewness and Kurtosis

Variable	Statistic	Std. Error
<i>Employee well-being</i>		
Skewness	-.449	.204
Kurtosis	.379	.406
<i>Employee performance</i>		
Skewness	.413	.204
Kurtosis	1.673	.406

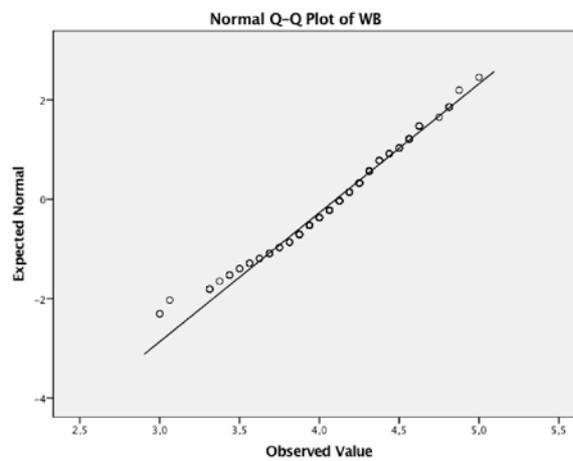


Figure 5. Employee well-being Q-Q plot

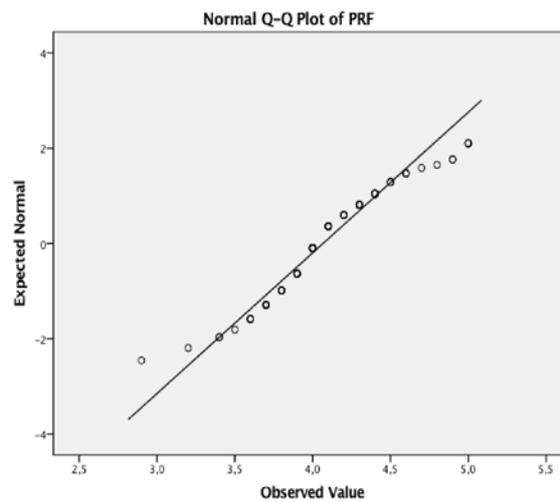


Figure 6. Employee performance Q-Q plot